Parvatibai Chowgule College of Arts and Science
Autonomous
Accredited by NAAC with Grade A' (CGPA Score 3.41 on a 4 Point Scale 3rd cycle)
Best affiliated College-Goa University Silver Jubilee Year Award

A GUIDE

TO
EVALUATION /ASSESSMENT MODES

MANUAL

Prepared by
INTERNAL QUALITY ASSURANCE CELL
(IQAC)

Of
PARVATIBAI CHOWGULE COLLEGE

METHODS OF ASSESSMENT TO BE USED FOR THE COURSES AT PARVATIBAI CHOWGULE COLLEGE

To check the understanding of the students and to improve student learning, measuring the learning outcomes in knowledge, skills, attitudes and beliefs becomes an important factor. Assessment therefore is an on-going evaluation process aimed at checking the same. The design of assessment indirectly determines the quality of their learning. For the Intra-Semester Assessments (ISAs) of the course, the following assessment methodscan be used based on the intended learning outcome of the course.

Parvatibai Chowgule College is constantly pursuing excellence in Teaching-Learning-Evaluation so that it caters to different types of learners and also bring about qualitative change across the departments in the institute. In view of this the IQAC of the College organized several workshops on blooms taxonomy, Problem based learning, ICT in teaching etc. For enabling faculty members to adopt different modeds of evaluation to assess the students, the IQAC organised two workhops in July 2018 on "Modes of Evaluation/Assessments- I" and Modes of Evaluation/Assessments- II" on 6th July 2018 and 20th July 2018 respectively. The resource persons for the workshop were IQAC members Dr. Nandini vaz Fernandes and Dr. Sachin Moraes. The faculty members were explained 10 different modes which can be adopted for assessment of students. The resource person explained the structure, the process, guidelines for teachers, guidelines for students and rubrics for all the 10 modes.

1. OPEN BOOK EXAM (OBE)
2. MULTIPLE CHOICE QUESTIONS (MCQ)
3. STUDENT PRESENTATIONS
4. SHORT-ANSWER QUESTIONS
5. ASSIGNMENTS
6. PORTFOLIOS
7. CASE STUDY
8. GOBBET
9. POSTER / CHART / MODEL
10. CONCEPT/MIND MAPS

These modes can be chosen based on the intended learning outcome of the course

STRUCTURE AND PROCESS OF CONDUCTING THE ASSESSMENTS:

The following approach should be adopted for conducting the different modes of assessment.

1) OPEN BOOK EXAM (OBE):

What it is: Open book exams allow student to take notes, texts or resource materials into an exam hall. It is focused on one's ability to:

- Find and apply information and knowledge and
- Think critically (assessing higher cognitive abilities of a student).

OPTION 1:
Structure:

- Maximum marks: 20
    - Time duration: 60 minutes.
    - No. of questions: 04
    - Type of questions:
        - Q1- from higher order of Blooms taxonomy
        - Q 2 and Q 3: essay type questions.
    - Type of test: May be Restricted (1 book / 1 set of notes) or unrestricted (unlimited documents / text books).

OPTION 2:
Structure:

- Maximum marks: 20
    - Time duration: 60 minutes.
    - No. of questions: 02
    - Type of questions:
        - Q1 and Q 2 both from higher order of Blooms taxonomy.
    - Type of test: May be Restricted (1 book / 1 set of notes) or unrestricted (unlimited documents / text books).

Process:

- Exam will be conducted during the regular lecture schedule.
- Permitted material: Books, Reference material, CLAAP notes, web resources.
- Use of electronic devices, such as laptop, tab, I pad, palmtop, smart watches, mobile phone, or any other electronic device/ gadget at the examination hall/room, will be permitted at the discretion of the course faculty.
- Candidates will not be allowed to consult their fellow examinees or exchange their study material/notes, etc. with each other in the examination hall nor communicate with each other for any purpose.
- Assessment will be based on the student's ability to effectively answer the

Guidelines for teachers:

- During course teaching, shift the focus from teaching a body of information to teaching how to process and apply it
- Model questions should be provided to students on CLAAP for reference of the candidates.
- Formulate 'good' questions. Ask 'why' and 'how' ratherthan 'what' type of questions (Refer to Blooms taxonomy).
- Frame questions such that answers cannot be obtained by copying text directly from single section of the book.
- Review the questions framed by you and get one or two of your colleagues to react to them critically.
- Guide students not resort to rote learning, mark important passages in books, or bring along solved model questions etc.
- Explain the rubric of assessment to students beforehand,

RUBRIC OF ASSESSMENT:

	The student can be graded based on their ability of:		
	Comprehension (25%)	Synthesis (25%)	Application (50%)
Excellent (70% and above)	Demonstrated complete knowledge of concepts or principles of the course; showed a thorough and excellent understanding in interpretation of the content from textbooks, notes and other learning materials	Demonstrated excellent ability to look at an issue from different dimensions, and generated innovative ideas apart from searching from textbooks	Demonstrated competent ability to elaborate and reflect on what they have learned and applied it in the context of the questions
Average (69 – 50%)	Reflected most of the knowledge or main points of concepts or principles; showed a good understanding in interpretation of the content from textbooks, notes, and other learning materials	Showed good ability to investigate an issue from various dimensions; attempted to generate ideas apart from searching from textbooks	Attempted to elaborate, but mostly summed up what they have learned and applied it in the context of the questions
Below average (49 – 30%)	Showed partial knowledge of some points of the concepts or principles; showed a basic understanding in interpretation from textbooks, notes, and other learning materials	Showed fair ability to look at an issue from different dimensions, but mostly base on the resources from textbooks	Showed a general description of what they found from textbooks; attempted to apply what they have learned in the context of questions
Poor (below 30%)	Showed minimal knowledge of concepts or principles; showed a poor understanding in interpretation from textbooks, notes, and other learning materials	Showed very limited ability to investigate an issue from different dimensions	Showed a poor understanding of what they have learned and failed to apply it in the context of questions

2) MULTIPLE CHOICE QUESTIONS (MCQ):

*What it is:*Multiple choice questions (MCQs) are a form of assessment for which students are asked to select one or more of the choices from a list of answers. MCQs are typically used for assessing knowledge only.MCQs are usually used as formative assessments during class.

OPTION 1: For assessing Knowledge
Structure:

- Maximum marks: 20
- Time duration: 10 minutes.
- No. of questions: 20
- Type of questions:
  - Choose the correct option
  - Incomplete sentence to be completed with options.
- Type of options:
  - 4 options for each question.
  - Of the 4 options 1 should be key and 3 distractors.
  - Objective exams can be different in style. For example, multiple choice, true-false, matching and sentence completion are all objective exams.

OPTION 2: For Assessing understanding
Structure:

- Maximum marks: 20
- Time duration: 20 minutes.
- No. of questions: 20
- Type of questions:
  - Calculation based questions
- Type of options:
  - 4 options for each question.
  - Of the 4 options 1 should be key and 3 distractors.

Process:

- Exam will be conducted during the regular lecture schedule.
- Candidates are prohibited to bring in any electronic devices, such as laptop, tab, I pad, palmtop, smart watches, mobile phone, or any other electronic device/ gadget at the examination hall/room.
- Candidates will not be allowed to consult their fellow examinees or exchange their materials with each other in the examination hall nor communicate with each other for any purpose.

Guidelines for teachers:

- Avoid giving clues to the correct answer. The sequence of the questions can

3) STUDENT PRESENTATIONS

What it is:

Presentation is the process of showing and explaining the content of a topic to an audience or a group of audiences. It is often used to assess student learning in individual or group work / research projects. Presentation is an effective method to improve students at public speaking.

Structure:

- Presentation assessment usually consists of a topic for the student to research, discuss and present.
- Question and answer session is usually included after the presentation.
- This measures the ability of students to respond, think under pressure and manage discussion.
- Sometimes it is in this part of the presentation that the student shows his/her in-depth knowledge of the topic and presentation skills.
- A good presentation is usually expected to consist of:
  - Introduction/ Aims/Objectives
  - Major points and ideas explained and summarized
  - Results/Related points/Issues/or others depending on the topic
  - Conclusion – future work
  - The presentation should be present in the time allowed

Process:

- The rubric of assessment and guidelines should be made known to the students well in advance.
- The presentation will be presented by an individual or all members in the group.
- Presentation will be followed by questioning session.
- Cross-questioning of presenters many be both, by teachers and other students.

Guidelines for teachers:

- Use when the skills of live presentation when itsis relevant to the course outcome and when the audience for the presentation is likely to learn something from it.
- Assessment can be ideally undertaken within class time.
- Presentation takes relative amount of time for the students to present during contact hours, thus this is usually not the best method for a large class.
- Ensure the students know what the primary objective of the presentation assessment is.
- Expalin the structure and guidelines that need to be followed.

- Be clear and transparent about the assessment criteria/marking scheme, by uploading it on CLAAP and by announcing it to students before the date of assessment.
- Ensure that the presentation is the students's own work and not downloaded from webresources.
- A soft/hard copy of the student's presentation should be maintained by the course faculty.

Guidelines for students:
- All the students have to follow the defined structure of a student's presentation.
- All students have to compulsorily ask questions to presenter.
- The presentation is the students's own work and not downloaded from webresources.
- Read the assessmnet criteria and prepare for the presentation accordingly.
- Presentation may be presented by an individual or all members in the group, as instructed by course faculty.

RUBRIC OF ASSESSMENT:

Roll no.	Content (marks obtained are same for all group members) (30%)	Skills of presentation (Individual) (30%)	Ability to answer questions (Individual) (30%)	Asking questions to presenter (Individual) (10%)
1				
2				

4) SHORT-ANSWER QUESTIONS

What it is: Short-answer questions are open-ended questions that require students to create an answer. They are commonly used in examinations to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in-depth assessment questions are asked on the topic.

Structure:
- Short Answer Questions do not have a generic structure.
  - Questions may require answers such as:
    - Complete the sentence,
    - Supply the missing word,
    - Short descriptive or qualitative answers,
    - Diagrams with explanations etc.
- The answer is usually short, from one word to a few lines.

Guidelines for teachers:

- Short Answer Questions are relatively fast to mark.
- Short Answer Questions can be used as part of a formative and summative assessment.
- Design short answer items which are appropriate assessment of the learning objective
- Make sure the content of the short answer question measures knowledge appropriate to the desired learning goal.
- Express the questions with clear wordings and language which are appropriate to the student population.
- Ensure there is only one clearly correct answer in each question.
- Ensure that the item clearly specifies how the question should be answered:
  - Student should answer it briefly and concisely using a single word or short phrase?
  - Is the question given a specific number of blanks for students to answer.
- Consider whether the positioning of the item blank promote efficient scoring.
- Write the instructions clearly so as to specify the desired knowledge and specificity of response.
- Set the questions explicitly and precisely.
- Direct questions are better than those which require completing the sentences.
- Questions which Requires working out:
  - For numerical answers, let the students know if they will receive marks for showing partial work (process based).
  - or only the results (product based), also indicated the importance of the units.
- Let the students know what your marking style is:
  - Is bullet point format acceptable?
  - Or does it have to be an essay format?

5) ASSIGNMENT:

What it is:

It is a technique which can be usually used in teaching and learning process.
It is an instructional technique comprises the guided information, self learning, writing skills and report preparation among the learner.

Types:

Different types of assignments have their own structure and features.

- Research essay
- Literature review
- Annotated bibliography
- Reflective journal
- Critical review or analytical review
- Case study
- Lab/practical or experiment write up
- Project report

Structure:

- Abstract
- Introduction
- Methods
- Results
- Discussion
- Summary
- References

OR

- Abstract
- Introduction
- Main text body
- Summary
- References

RUBRIC OF ASSESSMENT (With example of Assignment on 'My Family'):

Sr.No	Criteria	Excellent= 80-100%	Good= 60-79%	Fair= 40-59%	Poor =Below 40%
1.	Format-6 Indicators (3 Mks)	5 to 6 are Provided	4 Indicators	3 Indicators	2 Indicators
2.	Abstract/Introduction (3 mks)	Abstract/ Introduction provides a comprehensive précis of the assignment with a proper co-relationship	Abstract/Introduction covers almost all the aspects of the assignment	Abstract/Introduction covers few aspects of the assignment	No Abstract is provided

3.	My Self	Covers all-4 aspects of the evolution of self and a detail co-relationship with other aspects	Covers 3 aspects of the evolution of self and a detail co-relationship with other aspects	Covers 2 aspects of the evolution of self and a detail co-relationship with other aspects	Covers 2 aspects of the evolution of self
4	Family	Covers all-4 aspects of the evolution of Family and a detail co-relationship with other aspects	Covers 3 aspects of the evolution of Family and a detail co-relationship with other aspects	Covers 2 aspects of the evolution of family and a detail co-relationship with other aspects	Covers 2 aspects of the evolution of Family

6) PORTFOLIOS

What it is:

A portfolio is a collection of student's work which gives evidence to show how the student can meet the specified learning outcomes. A typical portfolio consists of work selected by the student, reasons for selecting these works and self-reflection on the learning process. Portfolio is a developmental process, thus it is not only the product that the student or teacher assess upon but also the learning process in which the student develops during the given period. Portfolio is an assessment method that monitors the growth and development of student learning.

Portfolio is an assessment method which gives students the opportunity to be responsible for their own learning. Students often develop a proud ownership of their work.

- It shifts teacher's focus from comparative ranking to improving understanding via feedback.
- Learning should not be all about the end result, portfolio is one of those assessment methods which allow students to demonstrate more than the end result – a process orientated method.
- A portfolio assessment is sometimes followed by an oral assessment.

Structure:

Two common Types of Assessment Portfolios:

1. **Documentation Portfolio** is to highlight the development and improvement of student learning during a given period of time. It often contains a range of artefacts from brainstormed lists to rough drafts to finished products.

2. **Process Portfolio** is similar to documentation portfolio, in which it contains all the evidences required to prove the learning outcomes in the given time, in addition, it integrates reflection and higher-order cognitive activities. It emphasizes metacognitive functioning and encourages students to become active

participants in understanding their own learning. Process portfolio often contains documentation of reflection such as learning logs, journals and diaries.

Process:

- Ensure the students know what the objectives of the portfolio assessment are.
- Provide students the time period, guidelines, requirements, assessment criteria and if there are items that are not to be included.
- Give Feedback. It is very important for a good portfolio assessment.

RUBRIC OF ASSESSMENT:

The student can be graded based on their ability of	Scores / Grading			
	Excellent (70% and above)	Average (69 – 50%)	Below average (49 – 30%)	Poor (Below 30%)
1) Table of content (5%)	Table of Contents is complete and agrees with the locations of all work/artifacts	Table of Contents is present, but incomplete	Content given in haphazard manner	No Table of Contents. Papers have a confusing arrangement
2) Overview section/ Mindmap of the entire work done / outline of the procedure adopted. (20%)	- Includes proper Plan/ protocol. - Clear precise mindmap. - Well established protocols.	- Includes proper Plan/ protocol but haphazard representation.	- No Concrete work plan. - No standard protocol adopted.	-No methodology adopted, and is just documentation of text from web/book.
3) Main text/ Fieldwork outcome/ data representation/ documentation of findings (50%)	- Well documented data. - Clear and precise representation of all activities done to attain the learning outcome.	- Documented systematically but the data represented does not completely indicate achievement of learning objective	- Data just represented without clear interpretation or analysis.	- Incomplete data and necessary objectives not met.
4) Reflection on the learning, Summary and conclusion (25%)	Clear precise summary of workdone and learning outcome achieved	Summary of work done furnished but and learning outcome met partially.	Summary given. Reflection given does not meet the requirement of the objective of the course	Incorrect analysis / interpretation and conclusion

7) CASE STUDY:

What it is: The aim of case study is to help students demonstrate the theoretical concepts in real-life issues. Students can also develop various generic skills, such as decision making and practical skills through the case study.

Structure: A case study may consist of the following sections:

1) _Objective:_ The expected learning outcomes of the case that teachers want their students to develop (e.g. the application to the theory into a scenario).

2) _Description of the case_: It can be in the forms of diagram, newspaper journals and a scenario presented within a short paragraph. Of course, the case may not always be an exact mimic of real- life scenario. It is also possible that the case study is presented with some questions and instructions.

3) _Preparation and Analysis_: teachers can provide the case study and some related questions to student. Students have to prepare research materials and analyze the piece given in their own time.

4) _Discussion:_ If case study is practiced as a group activity, students can discuss their analysis and opinions with other group members in different perspectives.

5) _Presentation_: Students may report their analysis, findings and discussion through short presentation, poster, essay, debate and worksheet.

6) _Conclusion_: Students conclude their findings and their views of the case.

Guidelines for teachers:

- Decide the topics, objectives, skills and learning outcomes that students will accomplish.
- Create a case that students can apply the theoretical concept, ensure it is actually feasible. Provide a few questions for students to do their analysis
- Decide the case study can be given as individual activity or group activity.
- As real-life cases are complex and open to different disciplines and opinions, there may be no right or authoritative answer in some scenarios, students may give answers that are innovative and out of the course context
- Make sure to provide guidelines and explanations to students as some of them may be unfamiliar with this teaching and learning approach.
- Clear grading criteria and also specify whether they need to present their analysis in the forms of oral presentation or short report, a poster or even debate with other groups.

Criteria	Poor (Below 30%)	Below average (49 – 30%)	Average (69 – 50%)	Excellent (70% and above)
1) Clear explanation of key strategic issues : 20% • The problems, scope, and seriousness was clearly identified in the discussions. • There was a well focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. • Effective Executive Summary • Did not waste space summarizing information already found in the case.	Shows little understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary missing or poorly constructed	Shows some understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary inadequate	Shows adequate knowledge of the issues, key problems, and the company's present situation and strategic issues. Executive summary adequate	Shows superior knowledge of the issues, key problems, and the company's present situation and strategic issues. Effective Executive Summary
2) Valid arguments; analysis of financial performance with relevant supportive detail: 20% • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported.	Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.
3) Appropriate analysis, evaluation, synthesis for the specific industry identified: 20% • There was complete data on which to base a thorough analysis • Key change drivers underlying the issues were identified. • Synthesis, analysis, and evaluations were clearly presented and supported in a literate and effective manner.	Analysis of key change drivers and the underlying the issues inadequate.	Analysis of key change drivers and the underlying the issues were not identified.	Analysis of key change drivers and the underlying the issues were partially identified	Analysis of key change drivers and the underlying the issues were clearly identified
4) Conclusions and recommendations are congruent with strategic analysis : 20% • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in a literate and	Effective recommendations and/or plans of action not provided. Specific data or facts necessary to support the analysis and conclusions was not provided.	Effective recommendations and/or plans of action inadequate. Specific data or facts were not referred when necessary to support the analysis and conclusions.	Effective recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and	Effective recommendations, solutions, and/or plans of action were provided. Specific data or facts were referred when necessary to support the analysis and

5) Proper organization, professional writing, and logical flow of analysis. APA formatting:20% • Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. • Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. • Proper grammar, spelling, punctuation, 3rd person objective view, professional writing, and syntax.	Key points were poorly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement	Key points were not identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Grammar, spelling, punctuation, professional writing, and syntax needs improvement	Key points were partially identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Adequate grammar, spelling, punctuation, professional writing, and syntax	Key points were clearly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Excellent grammar, spelling, punctuation, professional writing, and syntax

5) GOBBET:

What it is: A gobbet can often be a passage of literature, an image, a cartoon, a photograph, a map or an artefact which provides a context for analysis, translation or discussion in an assessment.

- A gobbet can often be:
  - a passage of literature,
  - an image,
  - a cartoon,
  - a photograph,
  - a map or
  - an Artefact
- It should provide a context for analysis, translation or discussion in an assessment.

Time: As is decided by Course faculty (based on the rigour involved)

Structure:

Three gobbets are equivalent to one essay question in terms of time in an assessment. The art of setting a good gobbet assessment depends on the gobbet

illustrate a particular theme. An answer to a gobbet is not a summary or paraphrase of the piece; unlike an essay it does not usually include an introduction and a conclusion. It is a precise and focused piece of writing that provides the context, meaning and signficance. Disciplines such as history or archaeology, geography, languages, physics, economics, maths, and biological science often use gobbets to assess students on their deep understanding of the subject, giving students the opportunity to think, extract and analyze.

Guidelines for teachers:
- Ensure the students know what the objectives of the assessment are.
- Inform students that the gobblet should involve evaluation of the information and not paraphrasing what is already in the piece.
- Students need to be advised to:
  o Include cross-references to any other primary sources, written.
  o feel free to answer in bullet-point form
  o Be PRECISE, CONCISE and STRICT about only sticking to relevant information.
- Provide students the time period, guidelines and assessment criteria.
- Along with the photo/map/scene/artifact, series of questions can be asked (lower and higher order of Blooms taxonomy).

- Eg: Students, may be told to analyse a map / photograph/scene / cartoon/ artifact to get the answer for the following:
  – What clues are in the picture to establish time and place?
  – What is happening in the picture?
  – What is the significance of the event?
  – What can and what cannot be learnt from the picture?
  – Why do you think the picture was produced?
  – What message is the picture trying to communicate?
- Prepare a structured marking sheet.

RUBRIC OF ASSESSMENT:

MARKING RUBRICS	Excellent (70% and above)	Average (69 – 50%)	Below average (49 – 30%)	Poor (Below 30%)
Context: (5%)	Outstanding grasp and a mature understanding of the gobbet and its contexts	Comments on the nature, authorship, and other material pertinent to the context and interpretation of the piece	Make some pertinent comments on the nature, authorship, and other relevant aspects of the gobbet.	Fails to expand on the nature, authorship, and other issues relevant to the gobbet.
Analysis: (30%)	Clear, coherent and compelling analysis	Demonstrates familiarity with the area under discussion	Demonstrates some familiarity with the area under discussion	May paraphrase rather than analyse the gobbet under discussion
Meaning: (30%)	Comprehensive coverage. This may be achieved by citation	Identify the point of the document or the theme that it illustrates	Identify the point of the gobbet – the subject or the theme which it illustrates	Fails to identify the point or the theme of the piece
Citation: (5%)	Economic and effective use of all material cited	Substantiates the points that are made from evidence	Contains some citation but not appropriately used to substantiate the piece	Contains no citation
Significance: (30%)	Identifies the gobbet's significance in an independent, distinctive, and authoritative way	Explores some of the significance of the gobbet with reference to such issues as typicality, representativeness, uniqueness, reliability, bias	Touches on the wider significance	Fails to identify the gobbet's wider significance

9) POSTER / CHART / MODEL:

What it is:

Poster is the process of showing the content and the findings of a topic to an audience or a group of audiences at different times. It is often used to assess student learning in group research projects. Peer and tutor assessment can be used as part of the grading process.

Structure:

Poster assessment usually involves a topic for the student to research and present on a poster. Although question and answer sessions are uncommon, students are sometimes requested to stand by their posters to explain their findings. Poster assessments are expected to be brief and attractive.

Process:

- *A good poster usually expected to have the following two characteristics:*
  - *Good contents*
  - *Good and clear visuals*
  - *Creativity.*
  - *Concise summarize.*
- Explain the rubric of assessment to the students (can be uploaded on CLAAP / Google classroom).
- Ensure the students know what the primary objective of the poster assessment is, if not students may overspend their time on the visual effects, and not on the actual content.
- Poster assessment encourages creativity.

Guidelines for teacher:

- A poster can be assessed based on the criteria given to students before hand.
- Let the students know if they are required to be around for poster explanation.
- Let students know the assessment criteria and marking scheme, the students should also be aware of who is going to assess them – tutor, peers and/or self.
- A structured marking sheet should be provided for all assessors (if going to be asssesed by peers)

RUBRIC OF ASSESSMENT:

Criteria	Excellent (70% and above)	Average (69 – 50%)	Below average (49 – 30%)	Poor (Below 30%)
Presentation of Research (30%)	Prominently positions title/authors of paper thoroughly but concisely presents main points of introduction, hypotheses/ propositions, research methods, results, and conclusions in a well-organized manner Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation	Contains title/authors of paper adequately presents main points of introduction, hypotheses/ proposition, research methods, results, and conclusions in a fairly well-organized manner Narration and/or answering of questions is adequate and adds to the presentation	Contains title/authors of paper presents main points of introduction, hypotheses/ propositions, research methods, results, and conclusions but not as sufficiently and not as well-organized Narration and/or answering of questions is somewhat lacking	Title/authors absent Does not sufficiently present main points of introduction, hypotheses/ propositions, research methods, results, and conclusions and is not well-organized Narration and/or answering of questions is lacking
Visual Presentation (30%)	Overall visually appealing; not cluttered; colors and patterns enhance readability; Uses font sizes/variations which facilitate the organization, presentation, and readability of the research Graphics (e.g., tables, figures, etc.) are engaging and enhance the text content is clearly arranged so that the viewer can understand order without narration	Overall visually appealing; not cluttered; colors and patterns support readability Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research Graphics (e.g. tables, figures, etc.) enhance the text content is arranged so that the viewer can understand order without narration	Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distractions Graphics (e.g., tables, figures, etc.) adequately enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration	Not very visually appealing; cluttered; colors and patterns hinder readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting Graphics (e.g., tables, figures, etc.) do not enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration
Documentation of Sources/ Quality of Sources (25%)	Cites all data obtained from other sources. APA citation style is accurate	Cites most data obtained from other sources. APA citation style is accurate	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
Spelling & Grammar (15%)	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes

10) CONCEPT MAPS:

What it is:

- A concept map is a hierarchical form of structure diagram that illustrates conceptual knowledge and their relationships within a specific topic from general to specific concepts.
- It consists of concept labels which are connected together by lines, these lines are labeled with directions.
- The core element of a concept map is a proposition, which consists of two or more concepts connected by a labeled link which are then branched out to form a larger structure that provides the whole picture.
- This may be considered as a component of other modes of assessments:
- Eg: Component of assignment, component of portfolio etc.

Process:

- Offer a topic / chapter to the students and make them draw concept maps of the entire chapter / topic.
- Students can draw the concept maps using softwares available(E-Draw, Mindmap etc).
- "Picture tells a thousand words"; graphic representations are usually easier to understand and retain.
- It can be used in a large class setting either individually or collaboratively, by giving the students a partially filled concept map, or a few concepts to fill on the maps.
- It is an active assessment.
- By understanding the whole picture, how each concept is related and sub-related to each other which are illustrated in a hierarchical framework, learners will find deep learning.

Guidelines for teachers:

- Introduce concept map to students if you are planning to use them as assessments.
- Introduce concept map to them
- Demonstrate the use of softwares (method of construction).
- Ensure the students know what the objectives of the assessment are.
  - o Provide students:
  - o the time period,
  - o guidelines,
  - o requirements,
  - o assessment criteria

Download the software from; http://www.edrawsoft.com/freemind.php

Web Reference and Resources referred:

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