Correlated Transformative Assessment Approach In Developing A 360-Degree Holistic Report Card

Pradeep Gusain[a] , Dr. Aabha Sharma[b]

[a]Assistant Professor-SCERT-Delhi,

[b]HOD-School of Education, G.D Goenka University, Gurugram

Abstract

A correlated transformative assessment approach is the demand of the today's world of information technology. Now every corner of the globe is a part of rapid information sharing and thus a global culture is the demand of the society where everyone needs attention as well need recognition. Due to this the student assessment is no longer a part of a year-end activity where the student is judgedbased on a single examination system. Now the learner is not only actively involved in the learning process but simultaneously also wants to judge the learning achievement by themselves. The learner is now no longer the subject of the assessment system butalso involve actively. Self-assessment, peer-assessment, and teacher assessmentare now the need of the present time where the collective approach is to be judged as the best approach for the development of the 360-degree holistic report card of the learner.

Keyword: Self, teacher & peer assessment, continuous and comprehensive evaluation (CCE), holistic development, 360^0 holistic development report card

INTRODUCTION: There is a famous saying from an old Indian proverb about the good quality of the student which is as follows "Kaak cheshta Bakodhyanam, Swan nindra tathaiwacha! Swalpahari, Grihtyaagi, Vidyarthi panch Lakshnam."!! Thus we can say that a student must have qualities of persistent efforts just like a crow, must be alert about their surroundings just like a crane, sleep like a dog implies a concentration even if not involved directly with some activity, must feed less implies should be extra careful about coming knowledge and discard the useless things whereas must accept the positive energy and qualities in life and last fifth quality is Leave the Home for acquiring education which means an ideal student must leave the comfort zone to acquire the true knowledge.

All communities, parents, teachers, N.G.O, and Government agencies in the world have a very serious concern about the characteristics of good conduct of the student. The academic life of the student plays a very vital role in all respect of country progress. Therefore, all the stakeholder of the student's life cycle has a very large concern about the holistic development of the student. To achieve this the foremost question is to find

out the various developmental factors which shape the personality of the students. Secondly, it is also equally very important to know about the key component which makes ingredients of the holistic personality of the students. It is also very important for the students to acquire all those qualities which makes themselves to become confident, independent & self-reliant in the coming year of their life. In today's world of the 21stCentury, we expect our students to be get equipped with all those skills which are necessary for them to become good citizens of India and citizens of the world. It is also very much important for students to deliver, sharpen and explore the new potential for their successful life and the successful future of the world community.

HOLISTIC DEVELOPMENT: According to Benjamin S.Bloom (1956), the domain of learning is classified into three categories namely cognitive, affective and psychomotor. The holistic development of the student must be catered by such learning domains otherwise the 360-degree assessment report will be an incomplete document not only for the student but as well as for society as it will be lacking in depicting the true potential and learning outcome of the student.
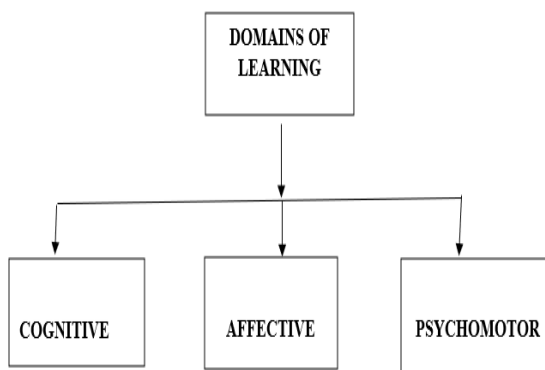

Fig.1-Domains of learning

Holistic Development of the student comprises many components which can be broadly classified under cognitive as well under non-cognitive factors. To bring harmony in the present as well as in the future life of the students it is very necessary to develop or provide ample environment for the maximum growth of the holistic development of the student life. Holistic Development consists of the Physical, Emotional, Social, Intellectual, and many others characteristics along with 21st-centuryskills as pointed by the C.B.S.E-Central Board of Secondary Education-DELHI. As per the requirement of the assessment model, the students should not only be accessed by the teacher as per normal convention but also by the student itself as well as by the peer group of the students. Self-evaluation is almost a neglected part of our assessment system but it plays a very crucial part in generating a self-feedback mechanism. The awareness of self is the most crucial task in human psychology.A360-degree assessment system is required for assessing the holistic development of the student in the institution. It is

found that a single external examination /assessment system can put the learner at stress and anxiety and therefore affects their potential for high achievement on the day of examination. **(Crooks, 2004).** Formative assessment is provided not only as part of formative instruction but also involves modification of the teacher's instruction for bringing better students' understanding. Formative instruction provides corrective feedback to the learner and also explores the new areas for further instruction. **(Black and Wiliam-1998a)**
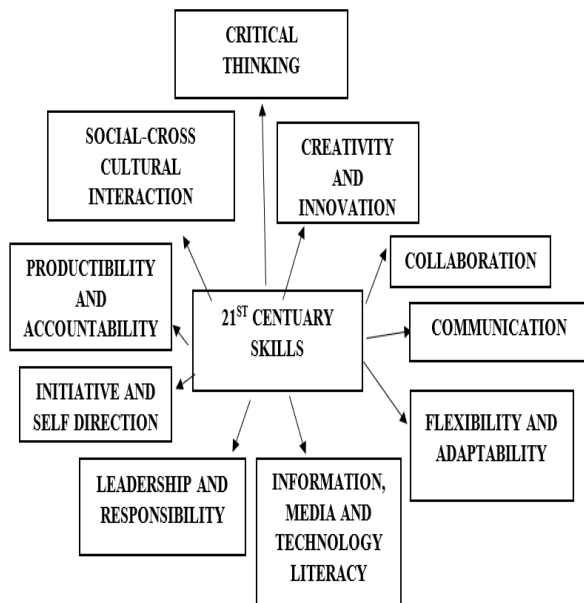

Fig.221ST Century skills required for Holistic Development of Student.

The assessment of the student therefore totally depends upon a lot of factors and the different perspectives can be adopted to explain these factors. These perspectives are generally classified into three broad categories which are as follows.

1. Society 2. Learning 3. Personal factors

How the individual places his/her position in society or other words how the individual holistic development is shaped by the societal forces is a matter of very great concern.
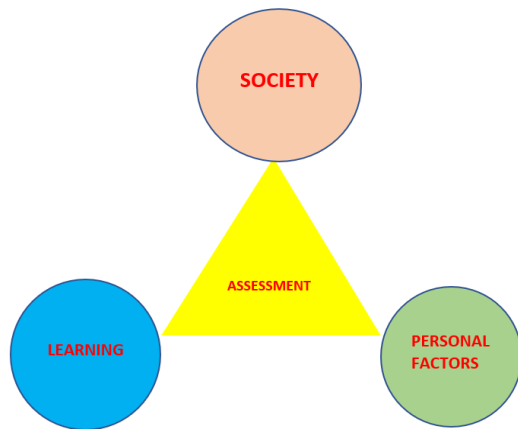
Fig.3. 360-Degree-Assessment & Learning Triad

Not only the school monitoring mechanism but also parental involvement is a key aspect of the 360-degree assessment system. Students require parental involvement for their overall development in the institution.**(Burrus& Roberts,2012).**

Secondly how the learning aspect puts an impression on the holistic development of the learner is also a great concern. Whether the learning is fostered by environmental factors or it is a matter of individual characteristics, is also a point of great concern.

Thirdly the holistic development of the student can be assessed from the viewpoint of the personal factors of the students. What are the personal factors which are needed in completely perfect students or what are the minimum factors which must be possessed by the students toattain a 360-degree holistic development report card? Thus, it is very important to explore the different aspects of 21st-century skills which have to be inculcated or to be identified in the student.

ASSESSMENT MODE: Holistic development cannot be confined to the single source of information however anevaluator must rely on the multiple platforms which can bring a synchronized set of information, involving the synthesis and the evaluative skills of the evaluators to assess the student.

No doubt the assessment is an indispensable part of the learning of students but now the core design for assessment has been shifted from teacher center implementation philosophy to the new design which caters the student engagement along with their holistic all-arounddevelopment, incorporating the learner-centeredactivities. **(Boud&Falchikov2007; Wanner & Palmer 2015).**
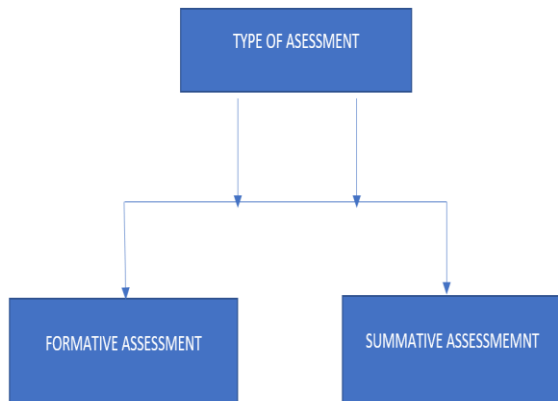
Fig.4 Types of Assessment

If a teacher knows the learner's learning experiences then it will become easier for the teacher to select the appropriate and effective strategies to bring the learning into a meaningful and efficient manner**(Ausubel, 1968).**Formative assessment helps in the academic achievement of the students and sometimes,especially for the low achiever. Moreover, the formative assessment or assessment for learning focuses on improving the subsequent learning and does not make a judgment for the past learning **(Black andWiliam ,1998a).** Formative assessment is very beneficial for the learner to organize the disorganized learning perception as well as provide an effective tool for the teacher to reframe the instructional activities as per the need of the learning system to be effective. If a student lacks internal motivation in some particular area activity, then this shortcoming can be lessened by the use of planned exercises of external motivation.However,external motivation sometimes will be problematic as it will support only those learning activities which are associated with reward. Past studies suggest that external motivation might be negative for the student having strong internal motivation. **(Crooks, 2004)**

With the continuous inflow of information, there is growing concerned to move fromthe summative mode assessment to the formative mode of assessment. Now there is also a concern for Assessment as learning which signifies the involvement of the learner for skill acquisition and thus keeps involving oneself for own learning **(Dann 2014, William 2011)**
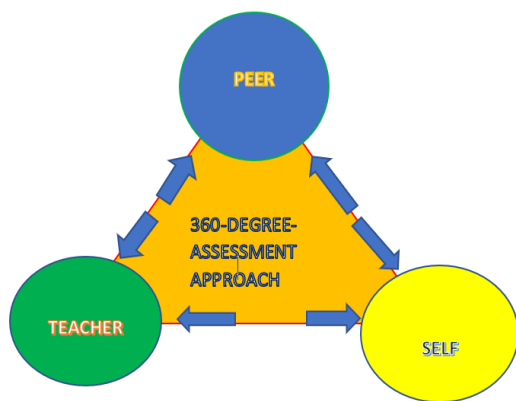
Fig.5-Assessment Model

Why we need a 360-degree assessment approach is a question of concern. It is found that although the teacher can provide a lot of assessment opportunities to the learner to perform well and thereby increase their assessment score simultaneously it is also found that to use all the workable assessment tools, for which the teacher does not take the appropriate initiatives **(Crooks,1988; Black, 1993; Black & Wiliam, 1998 a; Harlen, 2007).**

It is very true to say that the assessment which is based on the internal assessment certainly has some advantage over the external assessment system. One of the advantages is that internal assessments cover a long range of curriculum goals as they run continuously throughout the year as compared to the external assessment which has a low frequency **(Crooks, 2004; Harlen, 2007).**

Secondly, it is found that since internal assessment also uses long projects, courses work, or activities it provides the learner to perform the task based on the normal condition as compared to the highly stressful environment of the examination day. Moreover, the internal assessment also provides ample time for the learner to demonstrate the skills for the evaluation **(Crooks, 2004).**

Self-Assessment is a process in which the learner put emphasis on their reflection part, identify their strength, quality of work, learning, identify the weakness, the extent of achieving the stated goals, criteria and put more emphasis on revision. **(Andrade and Du, 2007)**

One of the drawbacks of the internal assessment is that it might be possible that all the teacher does not cover the full range of curriculum goals and therefore create a lack of opportunities for the learner to demonstrate or explore the skills **(Harlen, 2007).**

But another side of the coin is that since teacher based internal assessment may not be so much innovative and diverse as suggested by past studies hence external

assessmentsare preferred which are comparatively much more on judging and critical thinking part assessment of the student as comparedto judging the recall of knowledge and encouraging the memory-basedlearning **(Crooks, 1988; Black, 1993; Black and Wiliam, 1998a; Harlen, 2007).**

An assessment system that is based on external mode might positively build up the student-teacher relationship in which the teacher and the learner workcollaboratively.**(Bishop, 2006).**One of the major concerns for teacher-based assessment is that **t**he unconscious and conscious biasedness in perspectives of the teacher assessment of the learner cannot be denied**(Crooks, 2004; Harlen, 2007)**. The parental pressure on the teacher is a matter of anotherconcern which leads to either lowering the standard of the assessment criteria or marking the leaner with higher marks. This parental pressure thus ultimately put the relationship between the teacher and the student in an unsynchronised manner. **(Bishop, 2006).** One more limitation of the teacher-based assessment is that the learner might not be interested in giving an impression of slow or moderate learner impression to the peer group and hesitate to ask doubts in the classroom**.** This kind of approach by the student towards the teacher might drag the student away from the teacher **(Somerset, 1996).** It can be inferred that the negative impression regarding the teacher-based internal summative assessment may lead to a weak foundation of the formative assessment for the teacher. Peer assessment mode, as well as formative self-assessment mode, has an equivalent role as played by teacher assessment. The teacher not only can enhance their skills of quality feedback provider by having appropriate training but simultaneously also has the responsibility of developing the necessary skills of feedback to be planted in the mindset of the learner **(Boud 2013a, b).** The pressure for the student performance in assessment not only stems from the parents and society but also the political organization on the institution for favorable ranks and scores. The tension which arises due to the confusion of the clear-cut function of summative and formative assessment may lead to the inadequate form of the assessment,especially the formative one. **(Harlen and James, 1997; Newton, 2007).** Past studies confirm that when the assessment is carried out in terms of self-mode and peer mode, it is very helpful for learning enhancement becausestudents take more responsibility in their role. Peer review has an advantage because it involves the communication mechanism which is readily acceptable by the learner. Peer review also provides a positive feeling of not being assessed by the authoritative figure **(Li et al.2016).** When the learner has to assess the peer or self, then first of all it is the criteria of assessment that put a great mark on the perception of the learner. Not only does the learner better understand the value system, judgments of self but simultaneously develops critical reflection skills **(Thomas, Martin, and Pleasants ,2011, Boud 2013b; Falchikov 2013;).** The feedback provided to the learner must not only measure the performance level of the learner but simultaneously also suggest specific, detailed ways about how to improve or excel in the performance promptly. **(Wiliam,2006; Hattie and Timperley, 2007;**

Swaffield, 2008). In today's era of knowledge explosion, it is very much important to give importance to formative self-modeand the peer mode. Formative self and peer-assessment are not only necessary for learning the 21ˢᵗ-century skills for the learner but simultaneously provide a habit of 21ˢᵗ-centuryskills such as critical skills and reflection skills. Formative self-mode and peer-mode assessment provide abetter chance to access the self-work but also work of others and this ultimately changes the perception for positively learning the new things**(Thomas,Martin&Pleasants, 2011;Nicol, Thomson& Breslin, 2014;)**There are some studies which suggest that for the same learnerthere is a positive correlation between teacher-mode and peer -mode assessment **(Falchikov and Goldfinch 2000; Li et al. 2016; Sanchez et al. 2017)** and thepeer assessment has a positive effect on the formative peer assessment **(e, g, Black and William ,1998b; Topping 1998; Zundert et al. 2010).**

CONCLUSION: Assessment thus can be contextualized under three concerns as assessment of learning (at the end of the transaction by teacher), assessment for learning (during the transaction by teacher), and assessment as learning (self-monitoring by student) as far as student learning is concerned. Theavailable current literature has however not highlightedstronglythe need foracollaborative assessment approach involving 360-degree assessment of the students nor sufficiently the past studies have correlated the results based on self, peer, and teacher assessment mode altogether. Thus, there is a need for some specific form of assessment that can run throughout the year with continuous monitoring and feedback mechanism involving the amalgamated efforts of the self-peer-teacher assessment approach. There is a strong need for combing the efforts and results of the summative and formative assessment together to bring a 360-degree holistic development report card for the learner as per National Education Policy -2020(INDIA). Thus,it is very much required in today's fast-changing and dynamic society to look forward to the correlated transformative assessment approach. From all the sources available it can be inferred that if the institution uses a correlated transformative assessment approach, then a 360-degree holistic development report card can be framed for the learner which not only encourages the learner but simultaneously will also help the society to use the assessment report for the deciding the better role of the learner in the society.

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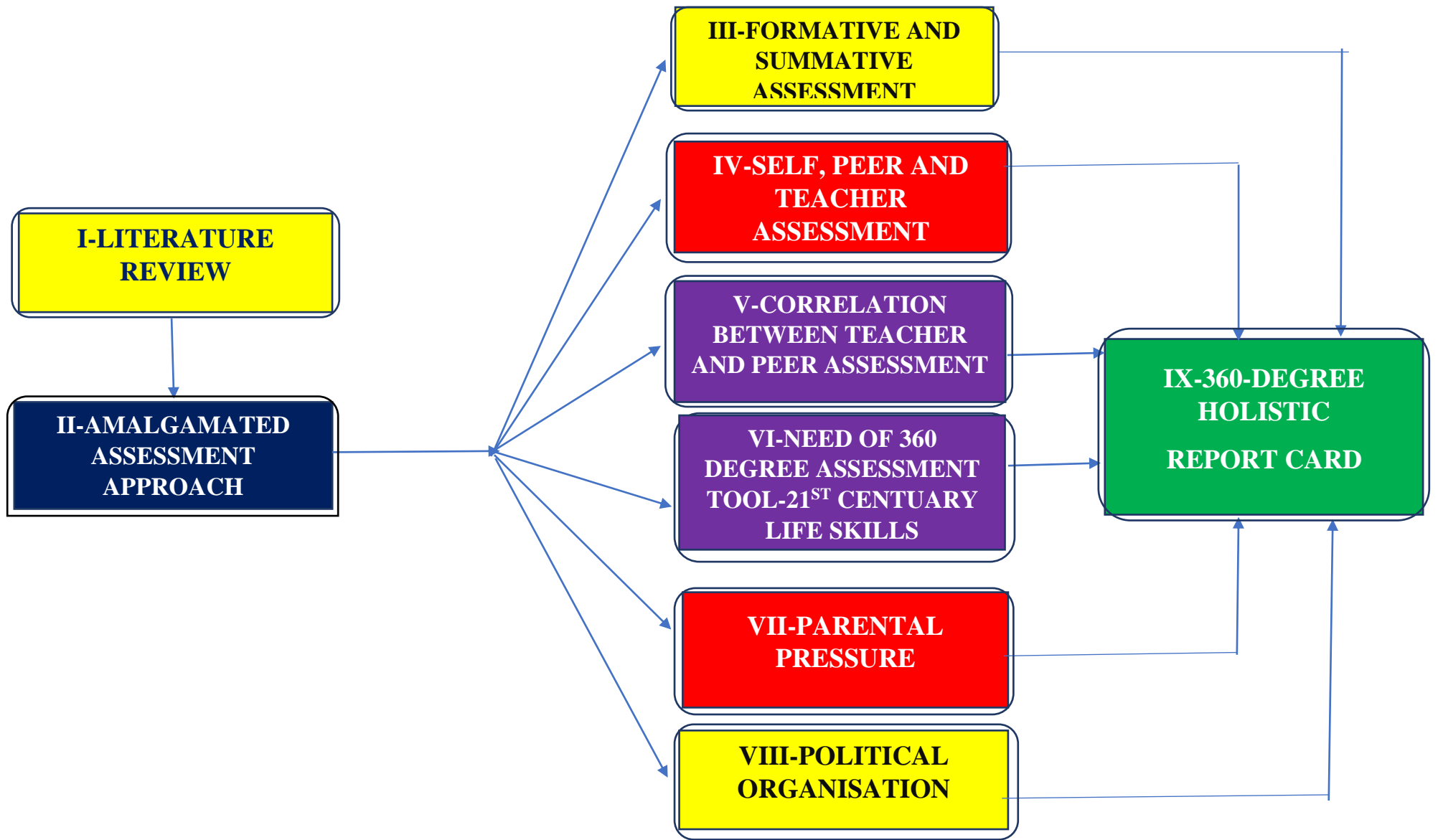
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