

Assessment and Evaluation styles in Classroom: New ways

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Abstract: Measurement and assessment is most significant phenomena in classroom to know the development of the class and even the course. Without proper assessment and measurement its difficult to move forward. It's the assessment and measurement which assists the teacher to know about their pupils. This is the process which allows the faculty and management to place the students at right place. With the help of documentary analysis it is analyzed that how the process of assessment and evaluation help the evaluator to know about the learner. The objective of the study was to know that how much the process helps in achieving the goals and objectives of the program. On the basis of conclusion recommendations drawn and suggestions were made to make it more efficient and effectives.

Keywords: Key Assessment, Evaluation, Learners, Recommendations, Goals.

Introduction

Classroom assessment can be used to know about the students. In fact it is a formative evaluation which tells quickly to the teacher that what the learner learn. This technique provides a feedback on daily basis. This can be used to know about the students learning and provide the information an easy way without any test. This can help to lead the students in a right direction [1]. In classroom assessment the teacher themselves develop the test and then he/she check it by their self so majorly it works more effectively and provide the tell about the success of learning and the other the teacher also know about the learning of the learner [2]. Actually classroom assessment prepare students for their final term examination. Without regular classroom evaluation it's difficult to know that what the students have learned. This is also not possible to develop the problem solving techniques without proper evaluation. The goal of problem solving techniques to be developed in students is only possible with the help of proper classroom assessment and evaluation [3]. Mostly test are to measure students on some specific task these may be either objective type tests or essay type tests [4].

Methodology

A mix method approach was applied for the results generation purpose. 4 documents were analyzed by applying documentary analysis to draw inferences. For experiment purpose two algorithms from data mining Apriori [5] and SI [5] were applied.

The study is conducted for the subject teaching of computer sciences

Experiments and Discussion

Initially ten records were loaded to the database and the algorithms were implemented. The results produced are given

Table 1: Apriori Results

Support provided	Count of the support	Frequent list of the item
20	5	z1
20	4	z2
20	6	z3
20	5	z4
20	5	z5
20	2	z1,z2
20	4	z1,z3
20	4	z1,z4
20	2	z2,z3
20	2	z2,z4
20	3	z3,z4
20	2	z4,z5
20	1	z1,z2,z3
20	3	z1,z3,z4

Table 2: SI Algorithm Results

Value provided	Difference	List of the item
0.8	0.7	z1,z2
0.8	0.39	z1,z3
0.8	0.34	z1,z4
0.8	0.74	z1,z5
0.8	0.65	z2,z3
0.8	0.72	z2,z4
0.8	0.78	z2,z5
0.8	0.6	z3,z4
0.8	0.76	z1,z2,z3
0.8	0.52	z1,z3,z4

The data is doubled now the database contains 20 records. The results are given

z1,z2,z3
z1,z3,z4

Table 3: Apriori algorithm Results

Support provided	Count of the support	Frequent list of the item
20	10	z1
20	8	z2
20	12	z3
20	10	z4
20	10	z5
20	4	z1,z2
20	8	z1,z3
20	8	z1,z4
20	4	z2,z3
20	4	z2,z4
20	7	z3,z4
20	4	z4,z5
20	2	z1,z2,z3
20	7	z1,z3,z4

Table 4: SI Algorithm Results

Value provided	Difference	List of the item
0.8	0.7	z1,z2
0.8	0.39	z1,z3
0.8	0.34	z1,z4
0.8	0.74	z1,z5
0.8	0.65	z2,z3
0.8	0.72	z2,z4
0.8	0.78	z2,z5
0.8	0.6	z3,z4
0.8	0.76	z1,z2,z3
0.8	0.52	z1,z3,z4

Largest frequent item set

z1,z2,z3
z1,z3,z4

By adding more data the size of database become double now it contains 40 records

Table 5: Apriori Algorithm Results

Support provided	Count of the support	Frequent list of the item
20	20	z1
20	16	z2
20	24	z3
20	20	z4
20	20	z5
20	8	z1,z2
20	16	z1,z3
20	16	z1,z4
20	8	z2,z3
20	8	z2,z4
20	14	z3,z4
20	8	z4,z5
20	4	z1,z2,z3
20	14	z1,z3,z4

Table 6: SI Algorithm Results

Value provided	Difference	List of the item
0.8	0.7	z1,z2
0.8	0.39	z1,z3
0.8	0.34	z1,z4
0.8	0.74	z1,z5
0.8	0.65	z2,z3
0.8	0.72	z2,z4
0.8	0.78	z2,z5
0.8	0.6	z3,z4
0.8	0.76	z1,z2,z3
0.8	0.52	z1,z3,z4

Largest frequent item set

z1,z2,z3
z1,z3,z4

By adding more data the size of database again become double of the previous. The database contains 80 records. The results are

Table 7: Apriori Algorithm Results

Support provided	Count of the support	Frequent list of the item
20	40	z1
20	32	z2
20	48	z3
20	40	z4
20	40	z5
20	16	z1,z2
20	32	z1,z3
20	32	z1,z4
20	16	z2,z3
20	16	z2,z4
20	28	z3,z4
20	16	z4,z5
20	8	z1,z2,z3
20	28	z1,z3,z4

Table 8: SI algorithm Results

Value provided	Difference	List of the item
0.8	0.7	z1,z2
0.8	0.39	z1,z3
0.8	0.34	z1,z4
0.8	0.74	z1,z5
0.8	0.65	z2,z3
0.8	0.72	z2,z4
0.8	0.78	z2,z5
0.8	0.6	z3,z4
0.8	0.76	z1,z2,z3
0.8	0.52	z1,z3,z4

Largest frequent item set

z1,z2,z3
z1,z3,z4

The results produce shows that both the algorithms are reliable and accurate as the largest item set are the same. Different types of test can be used in classroom. Verbal questions, short answers or objectives can be used. Sometime only verbal questions can be used to evaluate. Sometime verbal can be combined with objectives or short answers in teaching computer sciences.

Conclusion and Future work

Research was conducted to apply assessment and evaluation in class room in teaching computer science. Algorithm from data mining was applied to draw the results. In future research may be conducted with large data set or with different input values.

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