
Professional Certificate in Orientation and Mobility for Visual Impairments

Assessment and Evaluation Techniques

****Ability-based assessment:**** An assessment technique that measures a student's performance based on their abilities, rather than their disabilities. This type of assessment focuses on what the student can do, rather than what they cannot do.

****Alternative assessment:**** An assessment technique that measures student learning in a way that is different from traditional paper-and-pencil tests. Alternative assessments can include performance-based assessments, portfolios, and rubrics.

****Assessment:**** The process of gathering and interpreting information about a student's performance or abilities. Assessment can be used to inform instruction, measure student progress, and make decisions about student placement.

****Assessment for learning:**** An assessment technique that is used to provide feedback to students and teachers about student learning. This type of assessment is ongoing and formative, and it is used to inform instruction and improve student learning.

****Assessment of learning:**** An assessment technique that is used to measure student learning at the end of a unit or course. This type of assessment is summative, and it is used to evaluate student learning and make decisions about student placement.

****Criterion-referenced assessment:**** An assessment technique that measures student performance against a specific set of criteria or standards. This type of assessment is used to determine whether a student has met the learning objectives for a particular unit or course.

****Curriculum-based assessment:**** An assessment technique that measures student performance in relation to the curriculum. This type of assessment is used to determine whether students are making adequate progress in the curriculum and to identify areas where students may need additional support.

****Evaluation:**** The process of making judgments about the quality or value of something. In the context of education, evaluation is often used to make decisions about student placement, program effectiveness, and school accountability.

****Formative assessment:**** An assessment technique that is used to provide feedback to students and teachers about student learning during the learning process. Formative assessments are ongoing and informal, and they are used to improve student learning and inform instruction.

****Performance-based assessment:**** An assessment technique that measures student learning by requiring students to demonstrate their knowledge or skills in a real-world context. This type of assessment is often used to measure higher-order thinking skills, such as problem-solving and critical thinking.

****Portfolios:**** A collection of student work that is used to demonstrate student learning over time. Portfolios can include a variety of types of work, such as written assignments, artwork, and videos.

****Rubrics:**** A scoring guide that is used to evaluate student work. Rubrics provide clear criteria for evaluating student work and can help students understand what is expected of them.

****Self-assessment:**** An assessment technique that involves students assessing their own learning. Self-assessment can help students develop self-awareness and take responsibility for their own learning.

****Summative assessment:**** An assessment technique that is used to evaluate student learning at the end of a unit or course. Summative assessments are often used to make decisions about student placement and to measure program effectiveness.

****Triangulation:**** An assessment technique that involves using multiple sources of data to evaluate student learning. Triangulation can help ensure the validity and reliability of assessment results.

Examples and practical applications:

* A teacher might use a criterion-referenced assessment to measure student understanding of a particular concept, such as fractions. The assessment would include specific criteria for evaluating student work, such as correctly identifying the numerator and denominator of a fraction.

* A teacher might use a performance-based assessment to measure student problem-solving skills. The assessment might require students to solve a real-world problem, such as designing a budget for a hypothetical household.

* A teacher might use a portfolio to evaluate student learning over the course of a semester. The portfolio might include written assignments, artwork, and videos that demonstrate the student's learning in a particular subject area.

* A teacher might use a rubric to evaluate student work, such as a research paper. The rubric would provide clear criteria for evaluating the paper, such as the quality of the research, the organization of the paper, and the use of evidence to support claims.

Challenges:

* It can be difficult to design assessments that accurately measure student learning, especially for students with visual impairments. Teachers may need to use alternative assessment techniques, such as oral assessments or tactile materials, to accommodate students with visual impairments.

* It can be time-consuming to score and interpret assessment results, especially for assessments that involve multiple criteria or complex tasks. Teachers may need to use technology, such as automated scoring systems or data analysis tools, to help them manage and interpret assessment data.

* It can be challenging to ensure the validity and reliability of assessment results, especially when using alternative assessment techniques. Teachers may need to use triangulation or other methods to ensure that assessment results are accurate and consistent.