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ASSESSMENT OF STUDENTS IN ONLINE TEACHING-LEARNING

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Be it online or face to face teaching –learning process, teachers and students know what an assessment is. Simply put, it concerns the evaluation of all the information learned or what the students know or what they have learned from the past lessons. The aim of assessment is simply to determine areas which are most and least learned. And, to identify the extent of what they have already learned. Through the results of assessment, teachers can identify the level of achievement and academic performance of each learner.

Online assessment can be categorized into two: For the Formative assessment, the instructor can evaluate how the children are learning the lesson; and the Summative Assessment are the examinations given for the final assessment.

It is significant to note that teachers administer assessment not only to obtain the grades of the students, but most importantly for the students' level of achievement. Similarly, the teachers are training the students to obtain higher order thinking skills to be critical thinkers and at the same time to be able to be creative in dealing with their studies.

One important thing to remember is that teachers need to be well-versed on technology. which may help them and the students in having lesser challenges in online courses. Like in the traditional teaching, we have also quizzed online, which is a perfect way to engage students. Administering online quizzes are good to administer for a whole class since students are using one type of test.



The essays are another way of online assessment; it can be open-ended, and it offers various topics related to the lesson at hand. There are more assessments that can be employed online, like the interview, dialogue simulations and different kinds of activities.

The assessment of student has changed in the 21st century the old style of assessment and e-learning assessment can be combined to help the students with their studies and improve their academic performance and achievement.

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