Paradigm Shift in Assessment: Skills to Competencies

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Assessment is an integral part of pedagogy, which was earlier segregated, and indispensable tool in teaching-learning process to enhance the academic performance. There is constructive paradigm shift in using the assessment from merely for the assessing the content of academic to knowing the nature and learners' characteristic, ways of learning, effective teaching and outcomes. There was some perplexity in assessment and evaluation that was creating a vacillation where educators were confused in understanding the nature of assessment & evaluation as supplementary or complementary to each other.

Now educators are shifting towards dynamic pedagogy that includes instructional strategies, assessment and strengthened curriculum as inseparable components. With the shift on learner cantered approaches assessment practices were strengthened rather than evaluation practices, it

Figure 1 https://images.app.goo.gl/bUsHPitCtacr6Khr5

should not be taken that evaluation practices are

diminishing but as anticipatory practices. Now educators have started developing a productive relationship between the formative and summative functions of classroom assessment to achieve the expected learning outcomes.

In our modern state, the notion of assessment is more about learning and less about whether it is deep or surface learning. This could be attributed to challenges facing higher education, such as marketisation, massification, access and success. Promoting students' learning and evaluating their knowledge, understanding, abilities and skills is crucial in higher education, and is ascertained primarily through assessment.

An indispensable process in teaching and learning, the assessment helps students to extract the maximum benefit from their periods of formal learning, involving both structured and unstructured processes for gathering evidence and making judgements about students' competence and performance. In order to measure the quality of teaching and teaching one

needs to use appropriate strategies and tools to measure the performance of students, therefore, assessment is considered a crucial pedagogical instrument to enhance quality learning and to bring out qualities that are essential to preparing students for success and becoming socially responsible citizens. Deep approaches to learning are related to high-quality learning outcomes, putting more effort into the active involvement of students in their learning and encouraging a deeper understanding of the work.

Group-based Assessment: In classroom assessment, knowledge has also been generated in several areas. Combining and integrating group work and classroom assessment opens up the field of group work assessment. Group work assessment is highly relevant when organizing group work in educational settings. Group assessment not only develop social skills, but also strengthen the conceptual framework of learners and learners claims the concepts with more confidence. Formative assessment, or assessment for learning, is used as group assessment with the intention of giving feedback that supports students' learning process to move forward.

Group assessment has great potential to promote learning beside this group assessment is described by teachers as a complex and challenging issue also, but it all depends on how it used and where it is used. Teachers needs to be trained on better integration of group assessment in pedagogy.

Peer Assessment and Self-assessment: Structured formative assessment and summative assessment are the most common assessment tools used by the students and teacher in the classroom, although these tools are not new but the way of integrating is transforming. Self-assessment occurs when learners assess their own performance based on the criteria provided. With practice, students can learn to objectively reflect on and critically evaluate their own progress and skill development, identify gaps in their understanding and capabilities, discern how to improve their performance, learn independently and think critically.

Peer Assessment is the most powerful tool used by the learners' and the teacher in the classroom. A number of studies claim that peer assessment gives highest retention and cognitive satisfaction. Peer assessment is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts, and extend and enrich this reflection by exchanging feedback on their own and their peers' work. With practice, students can engage in the learning process

and develop their capacity to reflect on and critically evaluate their own learning and skill development.

Oral Presentation Assessment:

The effective assessment constitutes deep learning and the focus has to be on providing guidance and feedback towards the achievement of learning outcomes. The aim of assessment should be to assist students to develop critical thinking skills and enable them to construct knowledge and identify weaknesses in their learning process. It revealed that the assessment has to be structured in such a way that it is possible to observe the levels of cognitive demand placed on students. Assessment tasks have to encourage and reinforce a deeper approach to learning, increased objectivity in the grading of students, and the provision of timeous feedback. It is recommended that teachers develop and explain to students a grading tool to ensure the quality of the assessment process. Hence, it has emphasized that good assessment practice needs to be undertaken to encourage deep learning based on learning outcomes.

Conclusion:

In the review of different researches on assessment and evaluation practices in classroom, finding suggests that there are rapid transformations in assessment and evaluation practices. Teachers are now shifting towards assessment integrated pedagogy. The traditional assessment tools are redesigned by educators as innovative tools of assessment. The content-oriented evaluation practices are diminishing in the classrooms and integration of competency-based items in assessment are significantly increasing. Recent innovative assessment strategies are more based on enhancing and strengthening knowledge, skills and attitude, the components of learning outcomes to develop the competencies in 21st century learners.

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