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A Study of Student Assessment and Grading System: Potentials and Challenges

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Abstract**: The way toward educating and realizing which is made-up to be important for the understudy loses its euphoria as a result of the negative implications of assessment. There is a need to look at the holistic assessment of a learner which also includes co scholastic area of Life Skills, Values andAttitudes, Games and Sports as well as Co- Curricular activities. We require taking a gander at the all-encompassing evaluation of a student which additionally contains curricular, co- educational everyday issue abilities, mentalities and qualities, sports and games just as co- curricular exercises. The destinations of the examination were, to comprehend the reviewing arrangement of substitute assessment; and furthermore to feature its difficulties, decisions and outcomes. Thereviewing plan attempts at tending to both curricular and co-curricular exercises in a comprehensive way. The main capacity of Grading is to convey successfully to an assortment of partners the level of accomplishment of an individual understudy. The reviewing of understudies would likewise remove the alarming critical nature of imprints acquired in a test prompting a peaceful and happy learning climate in the school. It likewise empowers keeping up an important coherence in the appraisal design and furthermore guaranteeing an essential consistency in the schools. The crucial point of the present study was to understand the reviewing framework for understudy evaluation, its difficulties and results. Assessment is a basic piece of the instructive practice as some type of evaluation is basic to discover the viability of showing learning measures and their digestion by students. Outer assessments „are generally improper for the knowledge society" of the 21stcentury and its" require for imaginative issue solvers", Questions if not organized well, "call for repetition retention and neglect to test higher-request abilities like thinking and investigation, critical thinking, parallel reasoning, innovativeness andjudgment. Assessment offers an indispensable measuring stick to pass judgment on the natureof understudies. It assumes a fundamental function in the instructive framework. It additionally enriches with inspiration and a feeling of direction to the two instructors and understudies to accomplish set objectives. The term assessment has come to be connected with pressure and tension.

Keywords: Grading, Evaluation, Challenges, andConsequences, Prospectus of Grading, Student's Evaluation

I. INTRODUCTION

Schools start ranking students, on the basis of their marks, from as early as their pre- primary years. Such an impel has several negative effects on learning. Students, parents and society at large become anxious in the race to attain more and more marks in examinations which leads to an extremely stressful existence. Moreover, while all out efforts aremade to improve the reliability of examination, the human error cannot be avoided. This inadequacy can be overcome if the studentsare placed in ability bands that represent rangeof scores. This calls for a functional and reliable system of School-Based Evaluation.

Assessment gives a significant measuring stick to pass judgment on the nature of understudies. It assumes an indispensable function in the instructive framework. It additionally offers inspiration and a feeling of direction to the two educators and understudies to accomplish set objectives. The word assessment has come to be related with pressure and tension. The act of educating and realizing which is believed to be important for the understudy loses its delight due to these negative meanings of assessment.

The bigger setting of schooling is to prepare advanced residents for a significant and profitable life in a globalized society. There is a desperate need to develop the schooling framework significantly more so in a pluralistic culture which delivers itself to a heterogeneous gathering. Assessment is a method for perceiving the degree to which we have been fruitful in conferring such a training. Assessment is a fundamental piece of the instructive cycle as some type of evaluation is mandatory to decide the viability of showing learning measures and their absorption by students. Outer assessments „are generally unseemly for the „knowledge society" of the 21stcentury and its" need for imaginative issue solvers", Questions if not outlined well, "call for repetition retention and neglect to test higher-request aptitudes like thinking and examination, horizontal reasoning, inventiveness and judgment. Outer tests offerno leniency for various kinds of students and learning conditions and incite an in-ordinate level of nervousness and stress". (NCF- Position paper on Examination Reforms)

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There was a need to look at the holistic assessment of a learner which also includes co scholastic area of Life Skills, Values and Attitudes, Games and Sports as well as Co- Curricular activities. The Continuous and Comprehensive Evaluation scheme seeks at addressing this in a holistic manner. A number of National Committees and Commissions in the past have consistently made recommendations regarding sinking emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation. Therefore, the CCE scheme brings about a paradigm shift from examination to effectivepedagogy.

The National Policy on Education 1986 (NPE) and Programme of Action 1992 (POA) also envisaged the recasting of the examination system and has, inter alia,suggested that grades be used in place of marks.

National Curriculum Framework 2005(NCF) envisaged an evaluation system which would grade the students on their regular activities in the classroom and enable students to understand and focus on their learning gaps and learn through these as part of Formative Assessment. National Curriculum Framework 2005, while proposing Examination Reforms has also stated –"Indeed, Boards should consider, as a long-term measure, making the Class X Examination Optional, thus permittingstudents continuing in the same school(and who do not need a Board certificate) to take an internal school exam instead ". Honorable Union Minister for Human Resource Development also announced- -Push the process of examination reform in accordance with NCF 2005. This will include making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internalschool assessment instead —.

II. GRADING SCHEME DESCRIPTION

Grading must be understood as a process that identifies the most valuable kinds of learning in a course, constructs exams and assignments that will test that learning, sets standards and criteria, guides students 'learning, and implements changes in teaching that are based on information from the grading process.

Grading is the —process by which a teacher assesses student learning through classroom tests and assignments, the context in which good teachers establish that process and the dialogue that surrounds grades and defines their meaning to various audiences‖

1) Grading serves four roles:
a) It Evaluates the quality of a student's work;
b) It communicates with the student, as well as employers, graduate schools, and others;
c) It Motivates how the students study, what theyfocus on, and their involvement in the course;
d) It Organizes to mark transitions, bring closure, and focus effort for both students and teachers

2) This is the reason grading is so important for the assessment process – principally in the minds of faculty. The grades in themselves, particularly final course grades, may be -isolated artifacts‖ which are neither useful nor appropriate for institutional assessment needs. It is therefore not the actual grade that is useful for assessment but the grading processes
3) The authors assert that -bridges exit that can help faculty and administrators+ link classroom grading processes to departmental and general education assessment‖.

The primary function of Grading is to communicate effectively to a variety of stakeholders the degree of achievement of an individual student. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. This will alsoenable maintaining a meaningful continuity in the assessment pattern from the primary levelto the secondary level and also in ensuring a basic uniformity in the schools.

III. BENEFITS OF GRADING SCHEME

1) It will trim down stress and anxiety which often builds up during and after the examination which could have an unfavorable impact on young students especially in the age group of 13-18 years.
2) It will decrease the dropout rate as there will be less fear and anxiety related to performance.
3) In the past there was practice to often finish the whole syllabus much before time and follow it up with Pre-Boards and study leave. Now there will be greater focus on learning rather than teaching to the test.
4) The stress on conceptual clarification through experiential learning in the classroom will increase since there will bemore time available for transaction of curriculum.
5) It will help the learners to increaseholistically in terms of personality by alsofocusing on the co-scholastic aspects which will be assessed as part of the Continuousand Comprehensive Evaluation scheme.

6) It is expected to prepare the students for life by making students physically fit, mentallyalert and emotionally balanced.
7) The students will have more time on their hands to develop their interests, hobbies and personalities.
8) It will enable the students, parents andteachers to make an informed choice about subjects.
9) It will motivate learning in a friendly environment rather than in a fearful situation.
10) It will equip students with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on.

IV. PRINCIPLES FOR MANAGING GRADING PROCESS

A. Appreciate the Complexity of Grading;Use It as a Tool for Learning

1) Grading is a socially constructed and context- dependent process, and ‑no grade or grading system is immutably right by some eternal standard.
2) The role of grades can change over time and they have different meaning for different groups of people.
3) There are four major roles ofthe grading process – evaluation, communication, motivation and organization.

B. Substitute Judgment for Objectivity

1) There is no absolutely objective evaluation.
2) The teacher must develop and render an informed and professional judgment within the context of the institution, students, and their future employees.

C. Distribute Time Effectively

1) Spend enough time to make a thoughtful, professional judgment, with reasonable consistency, and then move on.
2) Repeatedly reviewing work does not lead to perfect objectivity.

D. Be Open to Change

1) Your grades and grading system will be interpreted and used within the system that is not the one you wish for or the one you experienced as a student.
2) The social meaning of gradingchanges over time.
3) Be open to change but careful ofgrade inflation.

E. Listen and Observe

1) Students attach a meaning to grades that will most affect learning.
2) Be clear with the students about these meanings.
3) In establishing grades. You are invoking a set of cultural beliefs and values that will shape the learning potential of your grading process. The better you understand the culture, the better you can manage the grading process.

F. Communicate and Collaborate with Students

1) Explain the criteria and standards you hold for their work and seek their active engagement in the learning process.
2) Collaborate with the students to work toward common goals.
3) Integrate Grading with Other Key Processes
4) Make grading integral toeverything else you do.

G. Seize the Teachable Moment

1) Informal feedback and discussion about grades is good for students.
2) Emotional moments can bevaluable teaching momentsin which lessons and valuescan be imparted to your student.

V. CHALLENGE OF GRADING PROCESS

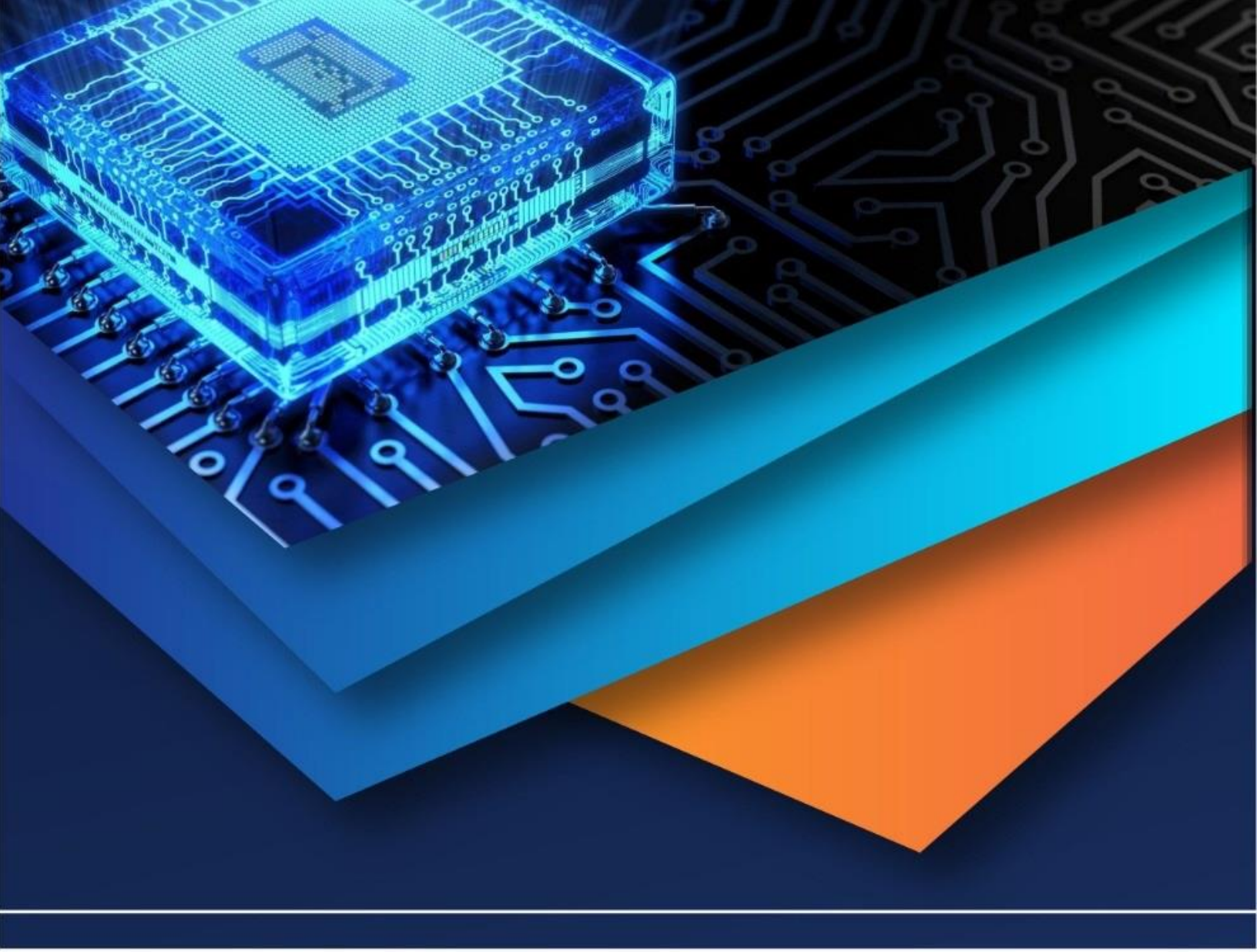
1) The false hope of total objectivity ingrading;
2) The false hope of total agreement aboutgrading;
3) The false hope of a one-dimensionalstudent motivation for learning‖.

VI. ADVANTAGES OF GRADING SCHEME

1) It will minimize misclassification ofstudents on the basis of marks.
2) It will eliminate unhealthy cut-throatcompetition among high achievers.
3) It will reduce societal pressure and will provide the learner with more flexibility.
4) It will lead to a focus on a better learningenvironment

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