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Mark Based Assessment Strategies

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Abstract: ***This Project development of an online-based continuous-assessment repository system is intended to cater the wants for each lecturers and students. Conventional ways of notifying continuous assessment marks, e.g. check or assignment marks to students embrace displaying the students' marks on the bulletin boards or simply by returning the marked tests or assignments to students. The projected system offers helpful options for lecturers to transfer their students' continuous-assessment marks within the on line dash board. This system provides an interface for the scholars to look at their current assessment marks throughout the semester via an online browser. This system finally provides the code improvement by analysing the code mark.***
Keywords: ***continuous assessment, analyse.***

I. INTRODUCTION

Conventional suggests that of notifying continuous assessment marks, e.g. check or assignment marks to students embody displaying the mark sheet on the bulletin board. While this can be a standard observe, some lecturer's area unit considered doing a stronger job by taking the benefits of the web, i.e. by uploading their students' carry marks onto the code portal or by notifying their students concerning the results via emails. Some limitations area unit famous once adopting such standard strategies as mentioned earlier. Late notifications of students' overall continuous-assessment marks by the lecturers, e.g. simply some days before the ultimate examination might cause issues to students. This includes cases wherever student's area unit unable to instantly check their assessment-marks while not having to travel to the school particularly to look at the marks on the bulletin board. Due to the constraints obligatory by the traditional continuous-assessment marks notification system, we tend to propose associate degreaser within the style of an online-based students' continuous assessment marks notification system.

II. LITERATURE SURVAY

S.no	Author	Title	Description
1.	Rahat Iqbal and Anne James (2008)	Scenario-based Assessment for Database Course	This paper presents some reflection upon the use of a flexible scenario-based method for the assessment of a third level module in Databases.
2.	Linge., N., and Parsons, D (2006)	"Problem-based learning as an effective tool for teaching computer network design"	A formal evaluation of this approach has been carried out and demonstrated a very effective and realistic learning experience for the students.
3.	Yumeno Shiba and Toshiharu Sugawara (2014)	Fair assessment of group work by mutual evaluation based on trust network	The fair and accurate assessment of group work based on trust networks generated by mutual evaluations.

III. SYSTEM ANALYSIS

A. Existing System

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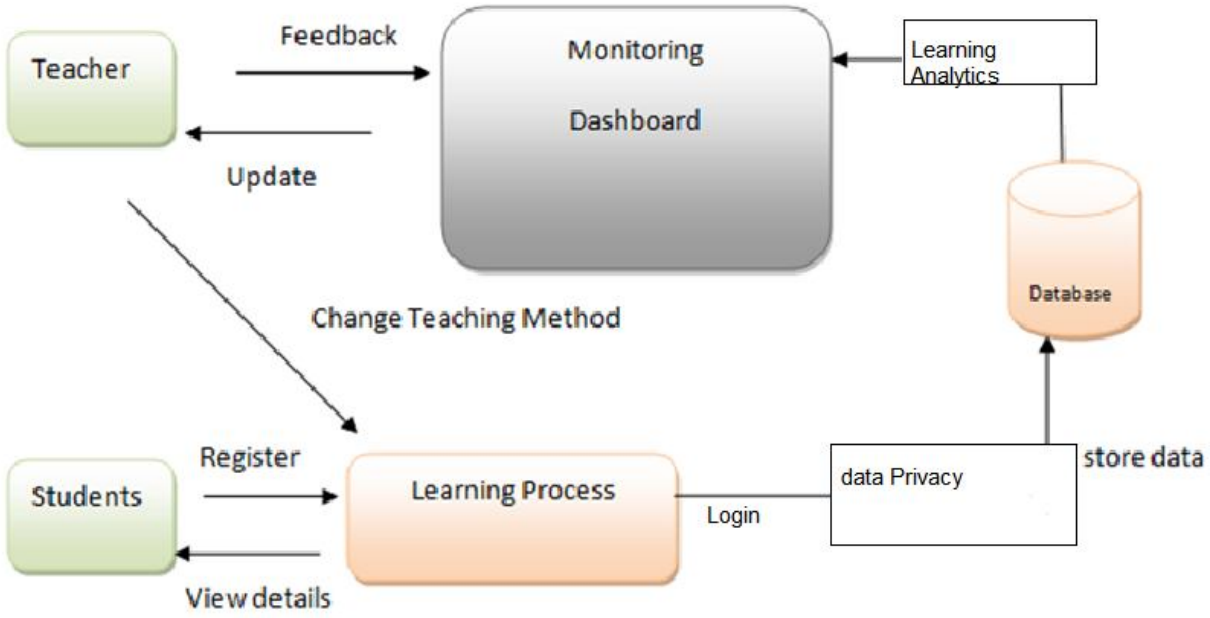
1) The problem is where the students are unable to determine if there were miscalculations by the lecturers to their overall continuous-assessment marks due to the limited time available before the final exam.
2) Due to the delay in getting their continuous assessment results.
3) The students may not have clear ideas on which topics they should concentrate more in order to improve their understanding for a better performance in the final examination.

B. Proposed System

1) The proposed system offers useful features for lecturers to upload their students' continuous-assessment marks onto an online database.
2) This system provides an interface for the students to view their ongoing assessment marks throughout the semester via a web browser. Being an online-based system, it provides 24 hours access for students via any types of electronic devices with data connection that are able to run a web-browser.
3) This system offers additional advantages when compared with other online systems, where it does not only display the raw marks obtained by students, but also the analysis of the marks and targeted final exam mark based on currently achieved marks with proper guidance.
4) Having such a system will benefit not only the students but also for the faculty to progressively monitor students' performance throughout the semester.

IV. SYSTEM ARCHITECHTURE



V. SYSTEM DEVELOPMENT

A. Module Identified

1) Admin

a) Login
b) Mark Update

2) Student

a) Registration
b) View Details

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3) Staff

a) Mark Entry

b) Feedback

B. Module description

1) Admin

a) Login The administrator login pages same as a user login page. The only difference is that the username and the password for this page are not maintained in the table. After filling all the fields the administrator can click the button to sign in.

b) Mark Updat In the module, admin will maintain recorded to store in the database. Admin can manage to collection of mass details, and students details are Update and upload mass details everyday and it store in the system admin.

2) Student

a) Registration The registration page is useful for the new user to register themselves by giving their valid details such as e-mail id, user name, Phone number, and etc.

b) View Details Check and refer the mark details

3) Staff

a) Mark Entry Entry the mark details and analysis.

b) Feedback Simple causal reasoning about a feedback system is difficult because the first system influences the second and second system influences the first, leading to a circular argument.

VI. SAMPLE SCREEN SHOTS

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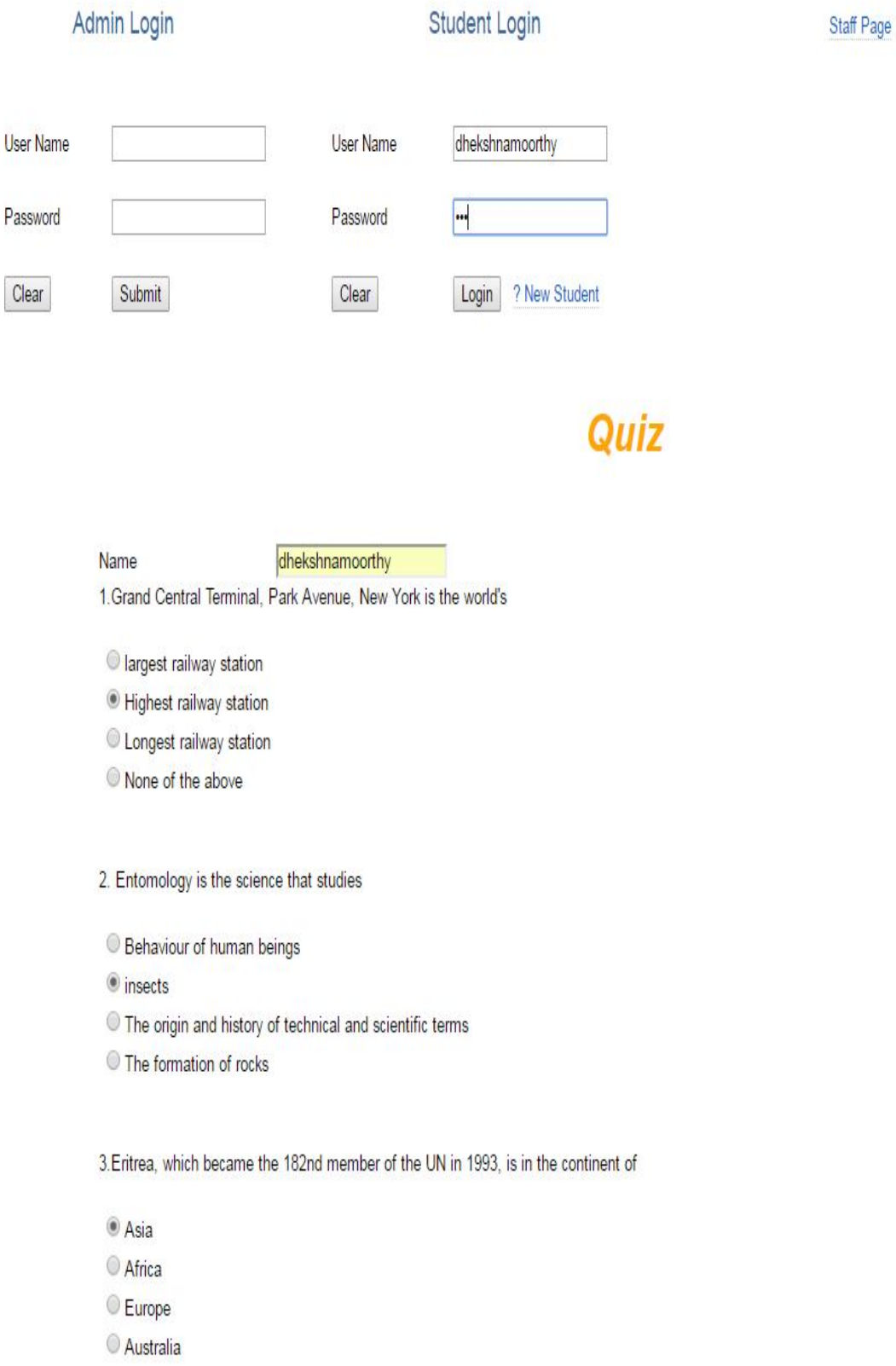

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Quiz

Regno 112012351194

Search

TestName	Sem	Batch	FacualtyName	Regno	Subject1	Mark1	Subject2	Mark2	Subject3	Mark3	Subject4	Mark4	Subject5	Mark5	Subject6	Mark6	Total
Weekly Test	3	3	Prem	112012351194	SPM	98	SDM	98	DAA	98	RDBMS	98	IMAGE PROCESSING	98	JAVA	98	98

VII. CONCLUSION

The ways we assess our students can really make a difference to how students learn. We need to ensure that decisions about assessment strategies are based on the best available evidence-based research on assessment, rather than on custom and practice or what is easy to do. So we need to keep abreast of new developments, evaluate tried and tested ones and experiment with our own initiatives, preferably within a supportive learning community of fellow practitioners.

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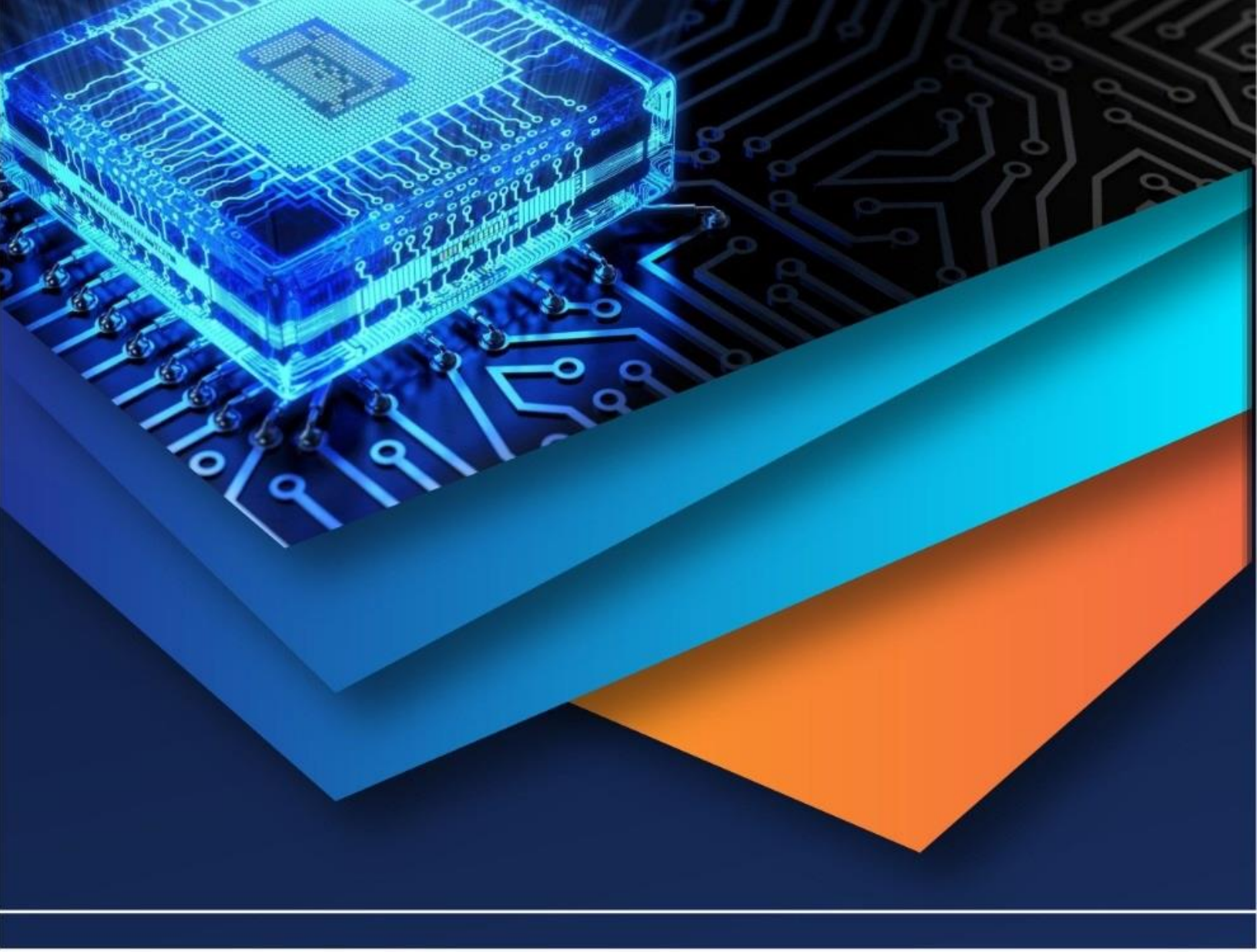

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