



Yashwantrao Chavan Maharashtra Open University, Nashik – 422 222

2.5.3: Policy Document on Formative Assessment

Formative assessment helps to promote the learner's understanding in the process of learning. With formative assessment, learners may assess his or her own strengths and weaknesses to decide where to put his or her learning efforts. Formative assessment may also include occasional tests and practical examinations which are assessed by a counselor. With this type of formative assessment, students can be able to know and understand their knowledge, skills, and competency level expected by the university.

Three important aspects of formative assessments are as follows:

1. Single assessment type can be used for both formative and summative assessment.
2. Selected courses like hobby or interest based courses may not have any summative assessment.
3. All courses must have formative assessment, preferably carried out by the teacher counselor.

Some key quality attributes of formative assessment are as follows:

1. **Assessment Frequency:** Presently, YCMOU provides formative assessment, 'once or twice' during each 'semester or year', with qualitative descriptive feedback in a constructive way and guidance for learning.
2. **Methods of Assessment:** As per each program design, this university provides following 'one or both' types of formative assessments.
 - **Product Assessment:** like essays, calculation work, multiple choice tests, project reports etc., where there is a physical product to assess.
 - **Process Assessment:** like performance, viva-voce or display of learner's skill and practical competence, in an activity or process that may or may not result in any physical product.
3. **Assessment Design:** This University tries to ensure objectivity, transparency and learning effectiveness by proper template-based assessment design, which is closely linked with each important learning objective. Unless program design requires otherwise,
 - Formative / Continuous Assessment is essentially embedded in all forms of Self-Learning Material.
 - Formative / Continuous Assessment shall have 20 % weightage and Summative / Term End Examination shall have 80% weightage in total student evaluation.
 - Formative / Continuous Assessment shall be separate and independent of passing from the summative / Term End Examination.
 - Formative / Continuous Assessment shall be open book evaluation without supervision.
 - Product assessment shall have 50% weightage and Process assessment shall have 50% weightage in total student evaluation.
 - In case of Practical based courses, Term Work or Project Work type of courses, Internal Examination shall have 50% weightage and External Examination shall have 50% weightage in

total student evaluation.

- Question-Bank should consist of minimum 5, typically 10, and maximum 20 times the model questions, used in a single instance of formative / Continuous Assessment’.
4. **Reporting Results to Provide Feedback:** Counselor at each learner support center provides qualitative descriptive feedback in a constructive way and guidance for learning.
5. **Possible Technology Interventions in Future:** This university intends to use latest ICT technology to automate and enhance formative / Continuous Assessment in near future as below:
- **Assessment Frequency:** Assessment frequency will be increase from present once or twice during each semester or year to quarterly or monthly basis.
 - **Full Randomization:** Full randomization in selection of question item and its sequence enhances the objectivity and transparency of the formative / Continuous Assessment. After this enhancement, weightage of Formative / Continuous Assessment in total student evaluation may be increased to ideal range of 50:50 %.
 - **Accurate and collaborative Peer Assessment:** Much better learner’s involvement and great reduction of assessment workload on counselors can be achieved with technology enabled accurate and collaborative peer assessment. Peer assessment of each student shall consist of following two parts:
 - Average of Assessment by other 5 peer students: Each student shall be evaluated by 5 other peer students. Average of this peer assessment by other 5 peer students shall be the first part and it will have 50% weightage in total peer evaluation.
 - Accuracy of assessment by the student of other 5 peer students: Each student shall evaluate 5 other peer students. For this second part of peer evaluation, students shall get marks on accuracy of assessment by the student of other 5 peer students and it will have 50% weightage in total peer evaluation.
 - **Variety and Diversity of Assessment Tools:** Use of latest ICT provides great variety and diversity of assessment tools. Hence, as per the program design needs, university will customize selection of assessment tools for each academic program



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