

# Assessment of the types of Assessments in Learning Biology and the Interest of the Middle School Students towards the Subject

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**Abstract:** *This research paper is based on the different types of assessments, its effectiveness and the interest it instills in the minds of the middle school students in learning Biology. There were two groups of students the control group used the conventional type of assessments, multiple choice questions and the experiment group used a variety of methods of assessments. There was no significant difference between the performance of the students of the control group and the experiment group in the summative assessments, there was a significant difference between the two groups in the interests and attitude towards the subject. The students in the experiment group interacted more in the class and participated in the group discussions whereas the students of the control group didn't participate actively in the group discussions in the class.*

**Keywords:** assessment, interaction, control group, experiment group.

## 1. Introduction

This study was carried out in the Bangalore urban district. The control group was given a printed version of all the questions and answers including the multiple choice questions for all the lessons in the textbook. The control group was merely made to copy the answers from the answer book on their notebooks. The experiment group was made to discuss and interact before they answered the questions given in the textbook.

### Hypothesis:

- 1) There was a significant difference between the performance of the students in the control group and the students in the experiment group.
- 2) There was no significant difference between the performance of the students in the control group and the students in the experiment group
- 3) There was a significant difference in the interest shown by the students in the control group and the students in the experiment group
- 4) There was no significant difference in the interest shown by the students in the control group and the students in the experiment group
- 5) There was a significant difference between the understanding of the subject in the students in the control group and the students in the experiment group.
- 6) There was no significant difference between the understanding of the subject in the students in the control group and the students in the experiment group

## 2. Methodology of the research

The methods of assessment used for the control group was conventional. They were given a printed version of all the questions and answers including the multiple choice questions.

The assignments given were to make working models but in most of the cases the assignments were either bought or done by the parents, the written or typed assignments were taken from the internet copied and pasted.

The methods of assessment used for the students of the experiment group were formative assessment - they were given group discussion activities, the students were asked to take turns and paraphrase the concept being taught, questions based on application were posed by the teacher at the end of each session or in the middle of a session and the students were allowed to come up with answers for the same, whether right or wrong the students were allowed to explain their answers and clues were given to correct or arrive at the right answer. Students were divided into teams and were allowed to pose questions to the students of the other teams, quizzes and dumb charades were conducted once in a week.

The students were not given any printed version of the answers, before penning down the answers even for the multiple choice questions, a group discussion activity was done regarding the same.

The behavior of the students, the amount of interaction involved, the questions posed to the teacher and doubts asked to the friends and the teacher, the amount of involvement in the team activities carried out were observed and assessed.

Concepts were broken down into bite sized Bits, multiple choice questions and objective type questions were framed and a surprise test was given.

The assignments given to the students were to collect information from the newspapers and magazines, children's magazines regarding the concepts being taught and present it to the class in their own words, questions were posted to the presenter after each presentation. Any interesting piece of information was rewarded.

## 3. Implications of the Research

The students in the control group didn't show much interest towards the subject and most of the students in the control group didn't understand what was taught as the answers were already given to them.

The students in the experiment group were more interested in learning than the students in the control group.

The students in the control group wrote exactly the same way as it was printed in the material given to them but the students in the experiment group wrote in their own sentences.

There was no significant difference in the performance of the students in the control group and the students in the experiment group.

#### **4. Discussions**

Sometimes as the middle school students tend to get over enthusiastic about learning they might make noise disturbing the nearby classrooms.

It is important to stay vigilant and observe the behavior of the students as the students tend to act as if they understand what is being taught but in reality sometimes, they don't.

The teacher should have a good rapport with the students and the students should be allowed to express themselves.

Innovative methods of assessment increase the attention span of the students.

Interactive assessments proved to be better than the pen and paper tests.

#### **References**

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