3.6 Module – 6: Student Assessment and Evaluation

Performance Evaluation Rubric of FIP Phase – II in the Respective Institute
by AICTE Identified Mentor

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Name of Inductee Trainee Teacher: ……………………………………………………..
Name of Department: ……………………………………………………………………
Name and address of Institution of Inductee Trainee Teacher: …………………………

A. Major Learning Outcomes of the Module

The following are the major outcomes the inductee trainee will have to display *in three term-work* (indicated by different colours) during the on-the-job-the training in Phase – II

1. Use relevant characteristics of assessment practices in assessing various engineering courses.
2. Prepare convergent and divergent questions in assessment schemes.
3. Plan direct and indirect assessment strategies for engineering courses.
4. Design specification table to address the Revised Bloom's taxonomy.
5. Design relevant rubrics to assess the student performances in all three domain of learning.
6. Check the content, construct and predict validity.
7. Estimate the reliability of your question set.
8. Interpret the assessment score with respect to Item difficulty index and discrimination index.
9. Integrate different assessment software tools for relevant classroom teaching-learning.

B. Rubric of Module – 6

(Tick √ in relevant **cell** for each KPC and total the final marks in last row)

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
1	**Classroom Interaction and constructive feedback for assessment**	Classroom interaction with different types questions and feedback are displayed	Classroom interaction with few types questions and feedback are displayed	Classroom interaction with different types questions and without feedback	Classroom interaction with without feedback	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
2	**Prepare short answer questions and MCQ based on revised bloom's taxonomy**	Prepared short answer with action verbs and MCQ for **four** units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	Prepared short answer with action verbs and MCQ for **three** units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	Prepared short answer with action verbs and MCQ for **two** units of the syllabus matching with Revised Bloom's taxonomy to assess the learning outcomes (LOs)	Prepared short answer with action verbs and MCQ for **one** unit of the syllabus matching with revised Revised Bloom's taxonomy to assess the learning outcomes (LOs)	
3	**Designed the Specification table to match the cognitive domain learning outcomes (LOs)**	Prepared specification table **100%** matching the Cognitive Domain LOs of a course	Prepared specification table **75%** matching the Cognitive Domain LOs of a course	Prepared specification table **50%** matching the Cognitive Domain LOs of a course	Prepared specification table **25%** matching the Cognitive Domain LOs of a course	
4	**Prepared question paper mapping with the specification table of a course**	Prepared mid-term question paper for **50%** of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for **40%** of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for **30%** of the syllabus matching the Specification Table to assess LOs	Prepared mid-term question paper for **10%** of the syllabus matching the Specification Table to assess LOs	
5	**Designed rubrics for assessment of LOs related to**	Designed rubrics related to psychomotor domain LOs	Designed rubrics related to psychomotor domain LOs	Designed rubrics related to psychomotor domain	Designed rubrics related to psychomotor domain	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
	psychomotor domain.	with **ALL** major KPC and their corresponding descriptors clearly defined	with **75%** major KPC and their corresponding descriptors clearly defined	LOs with **50%** major KPC and their corresponding descriptors clearly defined	LOs with **25%** major KPC and their corresponding descriptors clearly defined	
6	**Designed rubrics for assessment of LOs related to Affective domain**	Designed rubrics related to Affective domain LOs with **ALL** major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with **75%** major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with **50%** major KPCs and their corresponding descriptors clearly defined	Designed rubrics related to Affective domain LOs with **25%** major KPCs and their corresponding descriptors clearly defined	
7	**Prepared a rubric to assess the mini project in a course**	Designed rubric to assess **ALL** course outcomes (COs) with **ALL** major KPC and their corresponding descriptors clearly defined	Designed rubric to assess **75%** course outcomes (COs) with **75%** major KPC and their corresponding descriptors clearly defined	Designed rubric to assess **50%** course outcomes (COs) with **50%** major KPC and their corresponding descriptors clearly defined	Designed rubric to assess **25%** course outcomes (COs) with **25%** major KPC and their corresponding descriptors clearly defined	
8	**Maintained the <u>portfolio</u> of the assessed student activities for the whole semester**	Maintained the records of **ALL** the assessed Co-curricular and extra-curricular activities of **ALL** students	Maintained the records of **75%** the assessed Co-curricular and extra-curricular activities of **75%** students	Maintained the records of **50%** the assessed Co-curricular and extra-curricular activities of	Maintained the records of **25%** the assessed Co-curricular and extra-curricular activities of	

Sl. No.	Key Performance Criteria (KPC) of Module Outcomes Displayed by Inductee Teacher	Very good (4)	Good (3)	Fair (2)	Needs to Improve (1)	Suggestions to improve
				50% students	25% students	
9	**Prepared question paper with correct Content and construct validity and estimated reliability**	Prepared a valid Question paper with **100%** content and construct validity and calculated reliability	Prepared a valid Question paper with **75%** content and construct validity and calculated reliability	Prepared a valid Question paper with **50%** content and construct validity and calculated reliability	Prepared a valid Question paper with **25%** content and construct validity and calculated reliability	
10	**Used software tools or platform to assess cognitive domain related skills in the students**	Used **four** software tools or platform to assess cognitive domain related skills in the students	Used **three** software tools or platform to assess cognitive domain related skills in the students	Used **two** software tools or platform to assess cognitive domain related skills in the students	Used **one** software tools or platform to assess cognitive domain related skills in the students	
	Total Score of 'B'					

C. Attainment of Competency Module - 6

Module - 6 Competency based on NITTT Policy (2019)	Total Score of 'B'
Assesses students using relevant tools scientifically designed to assess the learning outcomes related to projects and various domains of learning.	

Note: Qualifying Score for Each Module is 50%

D. Comments/Suggestions about team work/leadership/inter-personal communication and any other

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E.   Evidences of <u>Module 6</u> to be Maintained by Inductee Teacher

Sl. No.	Evidences Maintained in E-portfolio files by Inductee Teacher	Yes	No
1	Report on feedback evidences of formative and preparative Assessment in the classroom		
2	Evidence of short answer questions and MCQ prepared of a course		
3	Evidence of Specification table for cognitive domain learning outcomes		
4	Evidence of question paper mapping with specification table		
5	Evidence of rubrics prepared for the psychomotor domain		
6	Evidence of rubrics prepared for the psychomotor domain		
7	Evidence of rubric used to assess the mini project		
8	Evidence of assessed records of portfolio		
9	Evidence of validity and reliability tested question paper		
10	Evidence of using software tools		

Signature…………………………………………………………………………………………………

Name of the Mentor...

AICTE Faculty Code: …………………………………………………………………………

Designation of the Mentor...

Name and address of Institution of Mentor: ……………………………………………………

Place: …………………………………

Date: …………………………...