

Ms. Patel's Science Class

Ms. Patel is an experienced science educator at a well-known higher education institute. She is committed to creating a dynamic and effective learning environment for her students. One day, while reading the National Education Policy (NEP) 2020 guidelines, she decided to apply its principles on assessment in her science class, focusing on assessment *for* learning, *assessment of* learning, and *assessment as* learning.

In her science class, which is currently studying the water cycle, she decides to begin with "Assessment for Learning." At the start of the lesson, Ms. Patel administers a quiz focused on the key concepts of the water cycle. The quiz includes multiple-choice questions, short answers, and a diagram labeling section, emphasizing that this is not for grades but for personal understanding. Once the students complete the quiz,



Ms. Patel collects the papers and conducts a detailed review with the class. She encourages open discussions about the questions, addressing any misconceptions and providing additional explanations where necessary. These conversations allow her to gauge the prior knowledge and

misconceptions of each student. It also helps students recognize their existing understanding and areas where they might need more information. Ms. Patel encourages peer-to-peer discussions, making the learning interactive.

In the next phase, after completing the topic on water cycle, Ms. Patel transitions to "Assessment of Learning." introduces a comprehensive project related to the practical applications of the water cycle in the real world. Each student is tasked with researching and creating a presentation that will be assessed based on specific criteria, including content accuracy, creativity, and the ability to communicate complex concepts effectively. The students invest time and effort in their projects, exploring topics such as agricultural irrigation, weather forecasting, and water resource management.



ASSESSMENT OF LEARNING

The presentations become a platform for both learning and assessment as Ms. Patel evaluates each student's work against the established criteria. This phase provides a holistic view of the students' understanding of the water cycle and their ability to apply that knowledge to real-world scenarios.

Concluding the assessment cycle with "Assessment as Learning," Ms. Patel returns to the classroom interaction. She starts a session where students are asked to reflect on their learning journey. Using open-

ended questions, she encourages them to express what they now understand better about the water cycle, any challenges they still face, and how they have grown as learners. Ms. Patel facilitates group discussions, allowing students to learn from each other's experiences and perspectives. Through these conversations, students actively engage in metacognition, becoming more aware of their learning processes. This phase not only reinforces their understanding of the water cycle but also cultivates a sense of ownership and responsibility for their learning.

This scenario demonstrates how Ms. Patel effectively incorporates various types of assessment, fostering a holistic and meaningful learning experience for her students, while adhering to NEP-2020's principles of clear communication and comprehensive assessment.

ASSESSMENT AS LEARNING

