



Editorial

Ethics in Assessment

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There are many different sources for rules of ethical conduct in assessment. Legislation is the most obvious and binding one which is to be used as an extreme form. In addition, there are different kinds of ethical guidelines from professional associations, academic organisations, individual institutions, university or jurors. At the most practical level, there are rules and procedures of different workplaces and working teams. And surely teacher's personal moral stances cannot be disregarded either.

Across the globe, ethical and moral aspects of assessment get serious attention as in basic medical examinations as well as high stakes examinations. There are various settings where ethical issues came under spectacles of the stake holders as well as educational managers and planners. So this matter should bring out from the undersurface of the carpets and take a note while planning to take an examination. It has been observed that the breach of ethical standard has not been broken in respect of the examiners and examinee but also at institutional levels. Even sometimes it has been seen at top levels who are assigned to take actions against this pitfall.

Sometimes ethics has been considered as a separate entity in medical education. However ethics is part and parcel of our daily life. Moreover, when a profession is directly related to human being it is most important to consider in every moment.

The role of fair assessment in a candidate life is tremendous. Its not only gives a sense of security but also a state of mental satisfaction and ownness of the qualification. It has been proposed that assessment plays an important role in lifelong learning. Proper planning and implementation of assessment is

therefore essential for achievement of the expected positive effects on students.¹

Students evaluation should be "Ethical, fair, useful and accurate". The ethical standards of assessment refers to some aspects of a teachers fairness in dealing with his or her pupils. Some research's point out that because poor assessment can significantly affect students, the ethical responsibility of educators is 'first do no harm' policy. This also refers to ethical behaviour at the time of assessment. Another guiding principle of assessment is to 'avoid score pollution'. That is, the score on the test does not represent actual student achievement in the content area and is polluted by factors of unrelated to academic attainment. If scores does not represent actual student achievement in the content area and is polluted by factors unrelated to academic attainment.²

It has been observed in many occasions that, examiners are too reluctant to confirm the standard of assessment at best possible ways. There are also evidences that some of the authority changes the examiners who ensures ethical assessment and replace by those who are a little bit 'manageable' and "understand" the language of desired level. Some of assessor are maintaining a status co situation and ensure the 'law of average' in all cases. Clinical examinations are arranged in such a style that its always candidate friendly rather than ethics friendly.

The central issues regarding symptoms validity as assessment, from an ethical perspective, relate to competence, objectivity, clarity in communication, and the proper use of tests. Common sense dictates that symptom validity assessment is essential. One of the important ethical areas is failing to use all

researched effort test. Using test with a poor or limited empirical foundation might significantly adversely affects the assessment outcome.³

Its difficult to define the boundaries of and distinction between professional, ethical and legal issues or concerns surrounding the development and uses of tests and assignments. Legal, ethical and professional issues forms a continuum of standards for professional conduct in assessment and other areas. Professional and ethical concerns about the appropriate use of testing have dramatically of test users has increased and the use of assessment has expanded. Most recently technological innovations has given rise to a number of new and unique professional and ethical challenge of assessment.⁴

References:

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