

What to Assess? How to Assess it? Appropriate Assessment Tools and Techniques for Social Studies

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Abstract: The assessment of students' progress in social studies learning can be a highly complicated task, hence instructors should be well-informed about the necessary tools and procedures for making sense out of it. Therefore, this article focused on the assessment of the three major domains of education in social studies; these are the cognitive, affective and psychomotor domains. Furthermore, the paper identified appropriate assessment tools/techniques that can be effective and productive in the assessment of these educational domains in order to create excellent national standard of assessments in social studies instruction. The findings of this article, showed what should be assessed in social studies and how it should be assessed. As a means of enhancing excellent assessment in social studies teaching, a thorough examination of assessment ideas, kinds, tools and techniques was conducted. The proper instruments for measuring the cognitive, affective/emotional, and psychomotor domains of schooling in social studies were elucidated, along with the procedures for assessing them. The author suggested that social studies instructors actively participate in the assessment of the cognitive, emotional, and psychomotor domains using suitable assessment tools and techniques.

Keywords: Assess; Identify; Appropriate; Assessment Tools; Assessment Techniques and Social Studies.

Introduction

In the past three decades, assessment issues may have been the primary emphasis of every social studies program. This is because social studies assessment determines the effectiveness and productivity of the curriculum across schools and nations. Yundarini, Sudana and Astawan (2020) observed that since the inception of social studies, tests and examinations have been the norm for evaluating the subject and ranking pupils. This standard has restricted the role of assessment and educational objectives, notably in social studies. While Myers (2003) argued that since the introduction of social studies, both the purposes of education and social studies have increased significantly. Consequently, the process of assisting students in learning social studies by acquiring acceptable attitudes, behaviors, values, and abilities necessary for success in the 21st century necessitates the use of suitable assessment tools and techniques.

According to Adeyemi (2015), the assessment trend in social studies education has not produced favorable outcomes especially in Nigeria. For instance, social studies instructors in upper basic schools across the country have focused more on evaluation than on how assessment influences students' social studies learning. Unlike in the United States where assessment is integrated into the practices and curriculum of education. As a result, Tay (2017) emphasized various assessment methods for social studies in order to drive progress, promote justice and equity in the learning of social studies by utilizing the most suitable tools/instruments and techniques. A thorough grasp of assessment tools and techniques will help provide instructors and students with a road map on how to learn, what to learn, and how to assess what has been learned.

Meyer (2003) maintained that the assessment of students' social studies learning progress can be a highly complicated task, and it will require instructors to be well-informed in order to build the necessary tools and procedures for making sense of it. In the same vein, Simsek (2010) stated that the utilization of assessment tools and techniques in social studies have not been successfully linked to the subject's curriculum in many countries. This implies that if these assessment tools and techniques are properly utilized, the assessment process will become rational, definite, and reliable. That is to say that trustworthiness of assessment, necessitates employing the same social studies assessment tools and techniques for pupils/students' across a nation. Certainty of assessment tools and techniques instills confidence and unanimity in social studies assessment and assessment criteria. However, establishing acceptable tools/techniques for the assessment of social studies education is not a simple task. This can be attributed to the subject's integrative, interdisciplinary, and multifaceted character. This suggests that establishing acceptable Assessment Tools and Techniques (ATTs) for social studies is a difficulty for both social studies educators and assessors. This article is timely since it tries to offer suggestions for stakeholders in the field of social studies on how to overcome this difficulty.

Odo (2013) described assessment as a method used to improve the effectiveness of teaching and learning by assessing the appropriateness of a learning process, it is helpful in comparing the expected and actual outcomes of learning. According to Mezieobi, Fubara, and Mezieobi (2008), instructional assessment of social studies programs should be ongoing, systematic, and viewed as an integral component of social studies education. This argument is accurate given that social studies provide various modes of learning and thought. From the study of history to the study of physical space in geography to the study of human behavior and relationships in sociology and the study of the dynamics of economic activities. The scope of the academic study of social studies is vast, in light of the complexity and breadth of social studies learning, the use of many ATTs becomes necessary. In view of the preceding, it is necessary to reach a consensus and determine the most suitable tools for assessing social studies. By implication, teachers of social studies must be constant in assessing their students' learning in order to enhance their academic performance and accomplishment. The tools and techniques used to measure the learning and learning outcomes in social studies become essential components for this assessment.

Assessment Tools and Techniques (ATTs) are tools and methods used to evaluate social studies learning, skill, and content. When properly identified and utilized, ATTs assist students in acquiring the skills necessary for school and beyond. For example, cognitive, occupational, social, emotional, and creative skills can be cultivated through the application of appropriate ATTs (Newmann, 1990). From the foregoing, ATTs should be viewed as predictors of students' knowledge and skill gains in social studies by the national body in each country responsible for formulating educational policy. At the same time, ATTs should be seen as enhancing students' abilities to address modern societal issues. Furthermore, ATTs can also be used to help students acquire patriotic values, national identification, and skills of resolving ethnic/religious disharmony issues.

Kirman (1991) argued that the purpose of social studies is not the assimilation of facts for later recall, but rather the development of responsible individuals who can adapt to change, make reasonable judgments, are innovative, respect the dignity of human life, and support the diversity of cultures. A broader objective and purpose of social studies is reflected in the subject curriculum at all educational levels in every nation. Therefore, it has become inevitable to employ ambiguous ATTs for its assessment. After decades of seeing social studies learning as a passive gathering of data, it is now understood that it requires a proactive approach and synergy in which students may synthesize facts and establish links between concepts and facts (Tubi, 2022). This type of learning obviously requires the identification and application of appropriate ATTs.

Obilor (2019) noted that many social studies instructors lack the necessary knowledge and technical expertise to develop accurate and reliable assessment instruments. Other researchers, such as Chime (2012), pointed out similar observations and reached same conclusions. This poor knowledge and technical expertise of social studies teachers can be attributed to a number of factors, including a lack of knowledge on assessment tool development, lack of background in social studies assessment, and a lack of understanding of the appropriate ATTs to use when teaching the subject. Based on this discrepancy, the purpose of this article was to find acceptable ATTs for social studies educators and students. ATTs that can assess the cognitive, emotional and psychomotor aspects of education in order to create excellent national standard of assessments in social studies instruction.

What is assessment?

Commonly, the term assessment has been used to describe a variety of things. In a similar manner, "evaluation" and "assessment" are frequently used interchangeably despite not meaning the same thing. According to Myers (2003:291), the expression, "assessment" is the act of gathering information about students' performance, which is then used to make judgments/evaluate the accomplishment of particular expectations, objectives, or results. Since the definition mentions judgment, assessment can be objective and provide sufficient information to make meaningful judgments about the learners' strengths, shortcomings, and needs.

The purpose of assessment is to get insight into how students are navigating the learning process in order to improve their achievement of instructional goals.

Dorn, Madga, and Sabol (2004) defined assessment as a procedure that encompasses both learning and pupils. McFarland (2008) opined that assessment entails observation and documentation of learners' development, experiences, performances, progress and relationships as they are in constant interaction with their immediate environment, which is their school classroom. This means that assessment is not only about grading, but it is a mechanism used to drive learning. Accordingly, assessment should be an ongoing component of every class lesson; it can be formal or informal in nature and occur at the beginning, during or conclusion of a lesson. A social studies teacher's oral exam, for example, might assist him or her assess the class at the same time his/her teaching abilities. While informal assessment may be ongoing and spontaneous, formal assessment is deliberate and planned. For example, a test, an article examination, a homework assignment, or student projects all serve as a reference for assessing quality social studies instructions.

Afemikhe (2007) elucidated that assessment is the gathering of data for the goal of determining educational curriculum, policies, and programs. Akem and Aduloju (2003) defined assessment as the method or technique utilized to grade the three educational domains of senior-year students, after rigorously examining their academic achievement over a predetermined amount of time in school. These definitions indicate that assessment is a larger notion than evaluation. It extends beyond exams, yet it is one of its tools. In the context of this article, assessment refers to all the activities instructors engage in during the involvement of students and teachers in social studies education. Assessment is a significant tool for teachers, school administrators, curriculum planners, and the government since it is used to determine the degree to which each category of students has attained their learning objectives. Therefore, using a collection of appropriate assessment tools and techniques is the best way of incorporating assessment into the social studies curriculum design.

Literature review

William (2006) highlighted formative and summative assessment as the two primary types of assessment. According to Black and William (2009) and Madison (2022), formative assessment is every technique a teacher employs to enhance student learning and accomplishment. Nicol and Debra (2005) emphasized that formative assessment enhances learning by generating feedback information. This material has several advantages for both social studies students and teachers. Formative assessment is based on a student's class/assignment performance, it aids the formation of a new understanding and skill structure by fostering the development of a robust sense of reasoning and capability. Ari (2010) claimed that the purpose of formative assessment is to provide feedback that will drive later social studies learning. This entails shifting the teacher's attention away from only attainment of test scores at the conclusion of a lesson, term, or school year. An excellent example of formative assessment in social studies is when a school reviews the academic achievement of students from a previous term and then uses that information to design a workshop or seminar for instructors. This is intended to target and strengthen students' and instructors' performance deficiencies.

Summative assessment, on the other hand, is a review of students' performance over a certain time frame (Glickman, Gordon and Ross-Gordon, 2009). This suggests that pupils are evaluated during a term or session via a test or examination. Consequently, the purpose of summative assessment is to evaluate the amount of learning that has occurred throughout a period. This form of assessment can also be utilized to address identified student deficiencies. According to Glickman et al. (2009), summative assessment is a method for evaluating instructors' responsibility and providing information on learning objectives after it has accomplished its intended purpose.

Summative and formative assessments are compared in measuring learning, the teaching level of instructors, and the academic accomplishment of pupils. Therefore, we can conclude that both are complimentary and have a common goal of promoting the learning of children and the professional development of teachers. Afemikhe (2007) concurred with the preceding remark that a well-implemented assessment method may enhance the quality of teaching and learning. Due to social dynamics, social studies instructional assessment should be both formative and summative, with a greater emphasis on formative assessment.

Employing ATTs in formative and summative assessments provide teachers with the opportunity of assessing learners' needs and learning styles; track students' performance; apply innovative activities that can excite students by making class less monotonous; and make students' assessment objective and goal-oriented (Greenstein, 2010). For the benefit of students, teachers and the advancement of social studies, it is crucial to discover and create the most effective ATTs. However, while instructors believe that effective assessment tools, techniques and strategies are vital, they frequently find difficulties in applying them (Johnson 1990, Kleinert, Kennedy and Kearns, 1999; Corcoran Dershimier & Tichenor, 2004; Cheng 2006; Tay, 2013 and Corcoran et al, 2018).

Theoretical underpin

This paper is based on the Blooms Taxonomy of educational domains, the origin of Blooms taxonomy of education can be traced back to the early 1940s, when Benjamin Bloom saw the need to place educational goals in specific categories. The aim was to accurately predict college students' academic performance. After much collaboration with other experts in the field of education a refined version of the taxonomy was published in 1956. The basic principle of the theory, states that learners should begin learning from basic knowledge of a given area or discipline before progressing to complex knowledge of that same discipline (London School of Management Education,2019). Bloom's taxonomy is a multifaceted model of classifying learning according to three learning domains which are:

- Cognitive
- Affective/Emotional
- Psychomotor

The cognitive domain is concerned with mental (knowledge) skills and is consist of six (6) levels of learning, they are basic knowledge, comprehension, application, analysis, synthesis and evaluation. Learners are expected to work through these six levels, get used to one before moving to the next. The affective domain deals with feelings, attitude and emotions with five levels of receiving, responding, valuing, organization and characterization. While the psychomotor domain refers to manipulative, manual and practical skills with five (5) levels of learning and they are imitation, manipulation, precision, articulation and naturalization (Ajaja, 2009).

Implication of Bloom's taxonomy for assessment in social studies

A major reason for the popularity of the Bloom's taxonomy among educators and teachers is that it aids assessment of learners in the three different educational levels (Anderson et al, 2001). For instance, a social studies teacher can aim at assessing the first or second level of the cognitive domain which are basic knowledge and comprehension. The teacher can go further by using this assessment to connect the subject content to learner's need (Cannon & Feinstein, 2005). In view of this, social studies teachers can constantly use the taxonomy in ensuring appropriate assessment of social studies at each stage of the assessment process.

In affirmation, Sincero (2011) opined that a holistic assessment formulated by social studies teachers, demand the encompassment of the three domains, this will help provide a well-rounded assessment that meets the principles of the Bloom's taxonomy. Using this taxonomy will increase the diversity of assessment and help students to be more engaged, creative and recollect information faster. The assessment of the cognitive domain will make students to recall and memorize information. While assessing the affective domain will create awareness of feelings, attitudes, values and emotions of the student (Anderson et al, 2001). Similarly, assessment of the affective area will assist the student to be able to internalize values and feelings that will make him/her express good behavior and attitude. Finally, the assessment of the psychomotor domain helps students to translate knowledge to action, this promotes skillful performance of complex actions. An example is when a student can apply a theoretical or conceptual knowledge to create a model that can work in social studies.

What to assess?

There is no subject for which the use of assessment to facilitate its teaching is more vital than social studies. The increase in global change and the shaping of an individual to become responsible, rational, functional, and rational, which are the fundamental goals of the subject, emphasize the need to assess the teaching and learning experiences. To support the teaching and learning of social studies, teachers are expected to develop appropriate goals and link these goals to the assessment of the social studies curriculum. For example, Alleman and Brophy (1999) proposed an assessment method for primary social studies pupils that requires minimal or no paper-and-pencil examination. This is consistent with the learning experiences of children at this age, who are uncertain in their reading and writing abilities. At this level, pupils should be assessed on their ability to manipulate items, respond to questions, study in groups, and engage in multisensory education. The following techniques and approaches are necessary at this level to evaluate the social studies learning experiences of pupils:

- Recall
- Recitation
- Role playing
- Group assessments

However, the form and timing of assessment should be determined by the lesson's aim and, by extension, social studies' objectives. Whenever these methods or procedures are utilized for assessments, they should be thoroughly integrated into all lesson units and explicitly stated alongside the lesson material.

According to Caliskan and Kasikc (2010), social studies instructors and other stakeholders are worried about what information to assess and how to do it properly. Consequently, in response to the directive to broaden access to social studies content, initiatives to implement standardized assessment tools and procedures have increased in many nations (Ungerleider, 2003). Even many standardized tools do not explicitly specify

what learners should be able to execute, as their primary objective is to acquire the greatest possible grade. Standardized examinations by themselves are insufficient for assessing social studies education since they do not examine students' behaviours and critical thinking. Thus, at each level of social studies, contrasting techniques to assessment should be employed.

The primary objective is to increase understanding of Assessment Tools and Techniques (ATTs) in social studies education in order to identify what to assess and how it should be assessed. The final objective is to link these assessment tools and procedures with the essential information on student performance and to use assessment in the process of teaching, motivating, and encouraging social studies learning. To plan ahead and comprehend the assessment and critical assessment requirements in social studies, it is necessary to comprehend assessment and critical assessment requirements (Childs, 2004). Thus, a good Social Studies assessment strategy must meet the following criteria:

- i. Begin with the student in the forefront of the teacher's thoughts by asking what the learner must learn and do after learning.
- ii. Have unambiguous evidence that the student has mastered the material.
- iii. The instructor must have a clear understanding of the particular information required from the assessment method, as well as how often and who will collect it.
- iv. The aim for conducting an assessment must be established, since this will affect how the obtained data will be utilized.
- v. The ATTs that should be employed must be determined and the rationale behind their selection must be understood.

How to assess it?

Is it simple to identify and employ ATTs in social studies education? No, because nothing worthwhile is simple. Consequently, any assessment instrument or approach utilized in social studies must be based on clearly specified instructional objectives that incorporate the three educational domains outlined in Bloom's taxonomy of education. Due to the fact that social studies emphasize man's holistic development, neglecting any of the educational areas renders the assessment insufficient. The complete educational domain should be assessed by including cognitive, affective/emotional, and psychomotor assessments by using both test and non-test ATTs. Some significant ATTs for social studies assessment are found under 4.1 below, although the list cannot be exhaustive; thus, the ones presented in this article can serve as a valuable reference for social studies teachers and stakeholders in the field.

Appropriate assessment tools and techniques for the cognitive area of education.

Obilor and Obubere (2020) argued for the growth of cognitive accomplishment of students in social studies and stated that the majority of teacher-created examinations in social studies do not fulfill the standard goal of creation because they are produced carelessly. Their creation is not directed by specification tables or a plan, and there is an improper distribution of curriculum components.

A number of psychometric qualities, including item difficulty, distracters, validity, realism, and discriminating, are required for the assessment of social studies students and their learning (Chime 2012). According to Ubolum, Uzoesh, Amini, and Vipene (2011), the relevance of cognitive assessment in any educational program or topic necessitates high-quality test items. Below are some ATTs for the cognitive domain of education:

1. Test: A test is an activity, question, or circumstance given to pupils with the purpose of eliciting required types of student conduct (Asuru, 2015). Therefore, a test is an assessment tool designed to quantify learning-based knowledge, ability, skills, competence, and attitude. In particular, a test is used to measure the extent to which a testee has learned or acquired some knowledge or skill to which he or she has been exposed. Teachers of social studies should be able to determine whether or not the specified lesson objectives have been attained by monitoring the social studies students' development through standardized testing. Different types of tests that are suitable for evaluating the cognitive domain of education in social studies are described in the following sections.

a) Article test: Article tests consist of lengthy, open-ended questions in which varied but correct solutions are required. The article question is the standard method of assessment in social studies (Adeyemi, 2015). Article tests are deemed valid since they examine the learner's capacity to discuss topics as they perceive them, organize relevant information, comprehend the environment and human interactions, judge and think critically, and more. The article test might range in length from a single paragraph to many pages. However, they are highly subjective when it comes to the problem of scoring; hence, pupils who cannot grasp the questions or submit answers should not be punished unnecessarily; rather, their impairments should be recorded. Keeping in mind that the purpose of assessment is to offer feedback and support, this deficiency may be remedied by carefully designing and developing test items and providing an accurate marking system. Article examinations encourage test takers to provide their ideas, facts, and/or points about the topics posed. This assessment instrument or

method allows the examinee to describe, interpret, or discuss the issue/problem. As the examinee may approach the issue from any aspect, however, it might be highly subjective.

b. Objective test: After posing a question, objective tests provide test-takers with a variety of possible replies; yet, they eliminate the assessor's bias by allowing just one correct response. The examinee is asked to select the proper response from the offered alternatives. There are several categories of objective tests, including

- True or False test
- Recall test
- Completion test
- Multiple choice test
- Matching test

i. **True/False Test:** In a true/false objective test, data collection is extremely rapid, since the testee is just needed to indicate whether a given statement is true or false by writing their response in the space supplied. Below is an example of this assessment technique.

Question/ Statement	True (T) or False (F)
(a) Social studies is about learning the physical and social environment of a nation.	True
(b) Cordial and friendly relationship among people breeds violence.	False

ii. **Recall Test:** This assessment tool or approach is used to evaluate memorized information or knowledge. For instance:

- a) Who was the first prime minister of Britain?
- b) What is the full meaning of WTO?
- c) When did Nigeria gained her independence?

The answers are to come from knowledge that has been committed to memory.

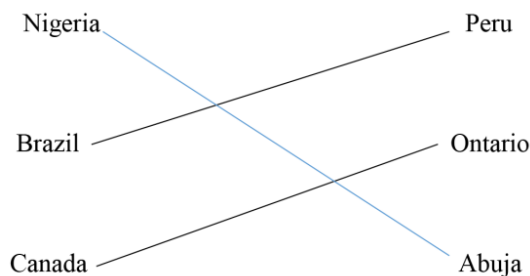
iii. **Multiple Choice Test (MCT):** A MCT consist of multiple answer choices, one of which is the correct response and the others are legitimate distracters, or incorrect answers. When MCT items are standardized, they can be quite reliable, despite the fact that constructing standardized MCT can be extremely time- and labor-intensive. Easy administration and scoring are benefits of MCT. The MCT is the most appropriate instrument for assessing social studies since it evaluates lower and higher cognitive and learning skills. Its capacity to assess higher-level cognition and instill learners with strong reasoning, critical thinking, and excellent judgment is of a major advantage. This is the most used objective test format in Social Studies. Below is a sample of MCT:

- a) Where is the capital of Germany? (a) Poland (b) Kiev (c) frame (d) Berlin
- b) How many countries are in the world? (a) 202 (b) 193 (c) 74 (d) 220

iv. **Completion Test:** This assessment tool or approach requires the test taker to finish a sentence with the correct response; it aids vocabulary comprehension and discourages guessing. The completion exam is illustrated below.

- a. Peace is the absence of _____?
- b. Drug trafficking is trading in _____ drugs?
- c. Cultist activities are restricted to their _____?

v. **Matching test:** This test is used exclusively to evaluate students' ability to recognize associations and links, such as definitions and meanings, nations and their capitals. E.g.



According to Mezieobi et al. (2008), in order for an objective test to be deemed suitable for social studies, it must satisfy the following criteria:

- a. In consideration of the test's intended function, test items must be well-designed and not carelessly crafted.

- b. The objectives of the class or topic must be included into the development of test questions.
- c. Test must fulfill the criteria for validity, substance, and dependability
- d. Items should be designed to assess a higher degree of intellect or objective attainment.

Interviews: Interviews are assessment tools/techniques that may also be used to assess the cognitive domain of social studies learning. This requires a structured contact between the examiner (teacher) and the examinee (student). Structured or unstructured verbal questions are used to measure the degree of knowledge of the subject being evaluated. Learning using an interview technique is assessed by the responses given to a structured or unstructured interview on the subject matter.

Appropriate assessment tools and techniques for the emotional/affective domain of education

The emotional domain of education is concerned with the values, feelings, attitude, and conduct of students, and it is of the utmost relevance to the field of social studies since its primary purpose is to cultivate positive values, attitude, and behavior in its students (Olukayode, 2012). This means that emotive tools/techniques should be prioritized above cognitive and psychomotor measures when assessing social studies learning and students. Assessment tools/techniques for affective domain include:

- Observation
- Checklist
- Portfolio assessment
- Rating scale
- Anecdotal records
- Socio-metric tool

i. Observation: After teaching pupils the notion of values and attitudes, one observes their attitudes, values, and conduct with great attention. The observed behaviors and attitudes are then recorded. Then, their feelings, interests, relationships, and conduct are compared to what was seen before the lesson. Observation assessment can be conducted with paying serious attention to details.

ii. Checklist: A check list is used to evaluate the presence or absence of a specific behavior, attitude, or value; it can also be used to evaluate students' progress in the area of attitude or value.

A good example of a checklist is found below:

Name:
Class:
Date:

No	Observed behavior	At no time	Seldom	Constantly
1	Student is hard working			
2	Student is cooperative			
3	Student respect the right of others			
4	Student is polite and obedient			

iii. Portfolio Assessment: This assessment tool is a compilation of student performance over an extended period of time. It describes the academic achievement and behavioral trend of students. Typically, each student portfolio is assessed frequently to see whether there is progression or regression.

iv. Rating Scale: A rating scale determines the extent to which a student demonstrates a certain characteristic, value, attitude, or character. The rating scale assessment assists the social studies instructor in assessing the extent to which a student possesses the trait or character. The scale might be below, low, high, or extremely high to a moderate degree. A rating scale is exemplified below;

Name:
Class:

S/NO	Character/ trait	Below	Low	Medium	High	Very high
1	integrity					
2	self-control					
3	sincerity					
4	kindness					

Other assessment tools and strategies for the emotional domain of social studies students include:

v. Anecdotal evidence/record: Anecdotal record, describe specific conditions that affect learning and student conduct. Mcfarland (2008) posited that anecdotal evidence or record is a full fleshed descriptive narration of a specific behavior or event that is documented. This record help teachers to plan how learning will

take place as well as give background information to student families. Thereby giving insights into possible behaviours that can cause delay in educational development. It also involves observations and documentation of learners learning experiences and interactions with their immediate environment. The information generated from anecdotal records are used to draw conclusions that can aid educational development. An anecdotal evidence/record is usually detailed and descriptive as it informs teachers on learning experiences based on recorded information

vi. Socio-metric tool: socio-metric tool/instrument are used to evaluate alterations in social connections and group learning.

Appropriate tools and techniques for psychomotor education assessment.

Assessments of students' success in social studies should entail creativity and hands-on evidence and not solely textual. These creative activities might take the shape of model building and visual displays. The psychomotor assessment of social studies students is connected to these creative and manipulative abilities. Students are required to develop something unique, such as a chart, image, map, poster, flag or song (Greenstein, 2010). Meziobi et al. (2008) noted that psychomotor assessment may be conducted in two distinct ways: process assessment and product assessment. Observing students' practical, hands-on performance and experience-oriented engagement is how the process assessment is done. While the assessment of a product is accomplished by assessing the quality of previously produced work in relation to the predicted features of the final output. To ensure a comprehensive assessment, both the process and the end result should be evaluated during a psychomotor assessment. The data generated from a psychomotor assessment using both methods should be used to enhance the learning experiences and conduct of students. Psychomotor assessment can be carried out using:

- i. Observation, in which the instructor evaluates students while they engage in creative or performance-based activities requiring hands on activity through critical thinking.
- ii. Project: Students can be assigned a project work to construct mock-ups, models, or actual objects in order to demonstrate their understanding of a concept or content.

5.1. Implications of assessment for the social studies curriculum

- i. Assessment has been acknowledged as essential for the effective teaching and learning of social studies since it helps teachers understand how and what students have accomplished, which can be utilized to improve future social studies lessons.
- ii. The three domains of education must be evaluated using interactive assessment tools and techniques.
- iii. Assessment tools and techniques play a crucial role in influencing the academic success of students alongside learning. Effective usage of ATTs can genuinely improve children's social studies learning.

Conclusion

As uncertain as the direction of social studies assessment is, so too are the tools and techniques used to evaluate its teaching and learning. As a result, it can be challenging for teachers to assess and improve students' social studies progress. Given the diverse and expansive character of social studies, assessment concerns might be viewed as complicated, but educated conversations can be helpful. This article facilitates straightforward answers. However, instructors will need tenacity and determination to build and use ATTs for assessing the three domains of education in social studies as suggested in this article.

Recommendations

In defining appropriate assessment tools and techniques for social studies, which is the focus of this research, the following recommendations were made:

- i. Periodically, major education and social studies stakeholders should develop tools and techniques for incorporating ATTs into the teaching and learning of the subject.
- ii. Teachers of social studies should be adequately trained and supervised to ensure effective assessment of the cognitive, emotional/affective and psychomotor domains of students in social studies education.
- iii. For successful assessment to occur, each country's social studies curriculum should clearly outline the ATTs to be used for the assessment of the three educational domains of learners in social studies.
- iv. Instructors should be hired who are qualified and in sufficient numbers to minimize the student-teacher ratio, as the ATTs described in this study cannot be applied in a setting where the ratio between teachers and students is excessively high.

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