EMERGING TRENDS IN SOCIO-CIVIC STUDIES ASSESSMENT PATTERN FOR EFFECTIVE CITIZENSHIP DEVELOPMENT

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Abstract

There is a broad academic trend/reform moving in socio-civic curriculum implementation regarding the assessment which has concerns on classroom teaching practice in the course of developing effective citizenship. The assessment component needs surgical change due to identified deficits in the current practices which focus more on knowledge construction. Assessment as currently practised is purposely used for accountability, choice, and improving school's status via efforts to nurture high learning attainment. This has adverse outcomes on the development of effective citizenship which is interactive and participatory learning-based and thus requires assessment that is not just knowledge-based but also affective and skills-based assessment. Unfortunately, there is literature deficit on this assessment trend in relation to socio-civic education. The major purpose of this paper is to contribute to extant literatures by broadly identifying and examining the present diverse deficits in Socio-civic assessment practice. Also, to discuss emerging alternative best assessment practices relevant to the affective and skills development through which Socio-civic studies can develop effective citizenship. To this end, this paper reviews available literature on Socio-civic Education and Effective Citizenship

Development (ECD), conceptualizes assessment: as well discusses accountability and learning as assessment purposes. It attempts to offer the distinction between assessment, evaluation, test and measurement and then examines traditional Socio-civic assessment Formats and Instruments. This paper then examines emerging alternative socio-civic education assessment trends by conceptualizing alternative assessment and relates it to Socio-civic Studies and afterward suggests best ways to implement alternative assessment practice tools to develop effective citizenship via socio-civic studies.

Keywords: Effective Citizenship, Citizenship development, Socio-Civic Education, Assessment

Introduction

Assessment is a strategic component of effective curriculum implementation and entails daily gathering actual records as evidence instead of using the subjective report to adjudge learners' progress. Generally, it is conducted under physical learning conditions by most socio-civic teachers using formative and summative assessments which focus more on knowledge using standardized tests, essays, and quizzes having limited assessment impacts on learners' affective and skills development. Assessment is used expressly for accountability and learning; by this, teachers adopt assessment information not just to check on learning but more importantly for learners' progress. There is inbuilt curriculum expectation consciousness in learners and thus requires to focus on content learning. This mediates instructional improvement process via infusing assessment into socio-civic content involving standardized tests to develop intellectual and participatory skills.

Traditionally, above purposes are determined by either using formative or summative assessments which socio-civic teachers spend much of the class period conducting via standardized tests; to ascertain mostly the classroom knowledge construction

activities. This is a parochial assessment view which has raised much concern on teachers' assessment skills deficit which I argue is due to the scanty number of assessment-based courses in the teacher (preparation) education programmes. Conversely, there is dearth of literature on the deficit side of stereotyped socio-civic standardized tests, among which is inability to delineate well-defined prospects and opportunities, but just revealing the highest score possible. Also, it is difficult to discern critical issues and actions. Considering the deficit perspectives of assessment purpose calls for concern as well as the abused summative assessment exemplified by standardized tests at the expense of formative assessment in the socio-civic classroom.So, there is need to explore otheralternative formative assessment views to develop affective and skills learning outcomes embedded in effective citizenship development.

Presently, the import of assessment purposes which is the need for curriculum accountability has resonated justifying the advocacy for transformative assessment innovation reform at various socio-civic levels. There is need for educators to initiate pragmatic assessment skills which evolve into assessment for learning culture in socio-civic educators as a way to overturn the growing concern on effective citizenship development deficit and lack of quality feedback to further improve classroom learning and assessment experiences and offer quality feedback. To this end, assessment attention focus is shifting towards concern on the interactions between assessment and classroom learning rather than focus on the issues of test standardization which are inept link to learning experiences. It is believed that improvement in classroom assessment is a strong yardstick for learning improvement. So this broad review of literature examines assessment for learning concept, among other emerging issues in socio-civic assessment. Thus, the need for systematic action plan to evolve innovative assessment as learning reform which in turn develops effective citizenship.

Overall, this paper clarifies salient conceptual constructs involving effective citizenship development as an embedded mandate of socio-civic studies and assessment. It discusses

pertinent assessment purposes and forms entailing summative and formative practices common to Nigerian socio-civic studies classroom curriculum implementation. I aver that assessment purpose seems misplaced and subsequently point out the adverse outcomes. Also, the discussion on formative and summative assessment instrumentsidentifies the deficits in the socio-civic assessment practice. Then, discuss emerging constructive alternative best practices inbuilt in formative and summative assessment tools as relevant reform for affective and skill development via which Socio-civic studies can develop effective citizenship. Finally, I suggest the best ways to implement alternative assessment practice tools to develop effective citizenship via socio-civic studies.

Socio-civic Education and Effective Citizenship Development (ECD)

This review section concerns conceptualizing effective citizenship development through the lens of Social and Civic Education as school subjects blended in this paper as Socio-Civic Studies. Civic education is located in Social Studies (though later disarticulated), yet the discipline's narrative is polemic. I discuss the extent to which socio-civic curriculum implementation insight has impacted on developing effective citizenship through formal (school) education system. The formal school is the all-inclusive path by which governments uphold high control and accountability. Effective citizenship development is a construct based on equipping and preparing learners, as future adult citizens,withknowledge and skills to actively engage in sociopolitical (democratic) governance (Kant, 1803/1900; Crick, 2000; Ross, 2001).

Realizing that education is a strategic blueprint to mediate citizenship (sociopolitical) goals dictated socio-civic curriculum implementation to develop effective citizenship. Thus, curriculum implementation goal is developing effective citizenship. This shows that effective citizenship is to be learned, as constructive citizenship is not developed inadvertently. Basically, imbibing democratic citizenship culture and justice requires intellectual

and participatory skills (knowledge construction, value, ethical competence) attainments; from the curriculum standpoint (Hoggart cited in Crick, 2000; Parker, 2003; Kelly, 2004).The state established the school system, (as the communitarian agent), and explicitly assigned the duty of using socio-civic curriculum to engage in the socializing mission of developing Nigeria's citizenship ideology via knowledge, values and beliefs in current and future learners (Gilbert, 1993; Rauner, 1998; Cason, 1999). The socio-civic curriculum entrenched appropriate measuring mechanisms to ascertain learners' knowledge and insight in line with the overarching aims, goals or objectives of developing effective citizenship. This mechanism used to gauge learners' socio-civic curriculum knowledge and insight discussed below refers to assessment.

Assessment: Conceptualization and Purpose

Assessment is a 20ᵗʰ century educational curriculum conception susceptible to diverse literature delineations. It is a significant and strategic component of classroom curriculum (teaching and learning) practice/implementation. The socio-civic class period is mostly engaged in diverse assessment activities daily to gather actual records to measure, as against using subjective report, to decide learners' progress. It depicts the extant procedural tools and practising skills used as documentation measuring tools to adjudge learning progress in terms of knowledge construction and skill acquisition toward developing effective citizenship development. Asa crucial curriculum pedagogical practice component, it entails methodical data collection on learners' school based socio-civic attainment (Linn & Miller, 2005; Dhindsa &Waldrip, 2007;Oluchi, 2018).

It describes information assembling activities about learning content development in the various domains (cognitive, psycho-motor and affective). Relevant facts are generated and merged with intent to discern and record learners' insights and deficits and this becomes a blueprint used to enrich curriculum instruction for decision making on learners, pedagogy, tools and evidence

collection methods. It involves interactions resulting in information interpretation about knowledge, insights, skills and/or dispositions revolving round every part of the socio-civic curriculum pedagogy and instructions. It is acquiring and probing evidence involving knowledge, traits, intellectual and participatory skills defining ecological stance and academic achievement (Rowntree, 1987; Hammil, 1987; Linn & Miller, 2005;Phye, 2007).

Overall, I submit that assessment entails exploring socio-civic curriculum pedagogic practices using, inter alia, tools like essays, accepted papers and pencil tests, extended responses, authentic performance tasks, teachers' observation, and learners' self-reports, meant to offer insights on learners' effective citizenship development. In the classroom milieu, the teacher is required to mediate learners' reactions via taking feedback by adopting socio-civic classroom assessment methods. However, I submit there is concern about teachers' assessment knowledge deficit due to limited courses available at pre-service teacher (preparation) education programmes (Christie et al., 1991;Stiggins& Conklin, 1992; Louden et al., 2005; Matters, 2006; Cumming & Wyatt-Smith, 2009).

Assessment, Evaluation, Test and measurement

Though, this paper focuseson assessment however, it is mostly used interchangeably with evaluation, measurement and test, yet, may not always imply same in the classroom context. A common trait among these constructs is their relevance to examining socio-civic curriculum goals, objectives and content learning; by reflecting the degree of knowledge construction and skill acquisition. Equally, each construct has a definite/ unique meaning making one distinct from others and thus necessitate discussing them. Evaluation is the methodical process of making judgments in line with set norms, standards and evidence ascertaining socio-civic curriculum implementation value impacts; so assessment is an evaluation subset which entails methodical documentary process of authenticating and applying

concrete facts to measure knowledge, skills, attitudes and beliefs in quantifiable contexts with intent to improve. Thus, it refers to delineating, generating, documenting, grading and deducing evidence about the learning process. Information on which to base grade are offered and also examine classroom curriculum pedagogical implementation practice. Oftentimes, it entails making decision, value judgment, quantifying, and numeracy.

Measurement denotes set of procedures and principles applied during tests and assessments conduct. That is, attributes or dimensions of physical objects are established. These principles are raw scores, percentile, ranks, derived scores, standard scores, among others. Test is an evaluation subset to examine behaviour in a specified domain and then score via a standardized process. It entails probing knowledge construction to ascertain content mastery during curriculum implementation by examining outcome of skill and/or knowledge level attained. Thus socio-civic knowledge and/or skills domains are measured to ascertain degree of content learnt ((Standards for Educational and Psychological Testing, 1999; Ajayi, 2018). I submit that assessment, test, measurement and evaluation co-exist and not distinct; this is because arriving at a decision needs true measurement of the curriculum being judged. Moreover, embedded in assessment is measurement, (to obtain equal numerical value) and so also measurement is linked to test as a set of stimuli presented to respondents.

From the above, despite applying these constructs interchangeably yet differ, while test is a product, assessment is a procedure and evaluation entails using methods to measure degree of learning and insight of socio-civic content purposely to judge, grade, interpret and report. Assessment is used during and after socio-civic curriculum instructional activities and the results received provide constructive feedback for the improvement of curriculum pedagogic instruction. Therefore, Assessment is feedback from the student to the instructor about the student's learning and evaluation is feedback from the teacher to learners about their learning. Test is conducted after curriculum instruction

occurred and finally, results interpreted. Also, in measurement there is no assessment but simpliciter gathering facts in relation to lay down rules, norms or standards.

Assessment Purpose: Accountability and learning

Over the years, there is literature deficit on the impacts of assessment for accountability and learning in socio-civic education which obliges this discussion. A broad planned view of effective assessment is towards distinct and definite goals which include accountability and learning.

Accountability: It is a result based system emerging from increasing government intervention in education through policy such as the "No Child Left Behind" in the United States and Lagos States, Nigeria. Accountability systems are not different from the process hitherto and currently in operation, instead, it's just issues of purpose and stakeholders working mostly within the diverse accountability systems concurrently. This school practice operates based on set of principles and use diverse strategic practices, with specific concern on the political and technical aspects. There are three main types of accountability systems which are concurrently applicable in the formal school system. These are (a) regulations compliance, (b) professional norms adherence, and (c) Assessment (results) driven. However, this paper is concerned with the third accountability system which is based on assessment (results) driven defined along learning outcomes. In this type, educators are answerable for curriculum instructional learning to government in the public interest.

Referring to socio-civic curriculum, 'Assessment for Accountability' is the concern, and readiness to account for school based curriculum performance by relevant stakeholders to an external authority. It entails the process of informing relevant stakeholders likeparents, learners, among others on the state of the school curriculum implementation process in relation to learners and the school learning milieu. Stakeholders in charge of curriculum instruction/delivery are either sanctioned for failure or rewarded for success.

Conversely, accountability is mostly practiced through the summative assessment underpinned by standardized tests to measure narrow scope of curriculum instruction. The standardized tests measure learners understanding and engagement in relation to stipulated curriculum standards. Apparently, the link between curriculum and assessment become more visible to socio-civic teachers in terms of the instructional process. This approach is the identified weakness forming the basis for criticism instead of strength to support stakeholders (educators, parents and learners) directly involved in the curriculum process. The objectives are built on intended standard dimension like prioritizing what's printed on learners' report over other information. However, information gathered should evolve constructive classroom learning to help refine learning outcomes which serve as the other purpose of assessment for learning (James, Griffin, & France, 2005; Herman, 2007).

Assessment for Learning

Assessment for learning is the classroom curriculum learning assessment to gather facts which underpin value judgment to diagnose curriculum implementation process to subsequently plan future pedagogic practices. Evidence sourced are used for decision making on all aspects of curriculum (policy objectives, content, pedagogy) as well as teachers and the end product consumer- learners during implementation. It is a tool underpinning curriculum learning process purposely to improve learning outcomes. This classroom practice is mostly linked to formative assessment (discussed below); in which facts amassed from content assessment have constructive classroom effect which then determines classroom instructional activities. Learners benefit more from this approach thus justifying its usage during classroom curriculum implementation. It entails providing evidence to improve, rather than just verifying learning. It promotes learners focus on pedagogic practices to better value teacher curriculum delivery. Moreover, such assessment aids socio-civic instructional process to improve curriculum pedagogy

by linking assessment with overall curriculum content standards (Hammil,1987; Linn & Gronlund, 1995;Lambert, 1999; James, 2001;Stiggins, 2002;Sofo1, et al., 2013). Clarity of effective assessment driveis a major factorin whether to use particular assessments which are discussed below:

Traditional Socio-civic Assessment Formats and Instruments

From the above discussion, assessment is a crucial determinant of effective citizenship development outcome through socio-civic curriculum implementation process. Most times, it entails conducting traditional tests aimed at exploring knowledge deficit and strengths via formative and/or summative assessment (Idowu, 2017). Besides the above assessment forms, there are other assessments which entails diagnostic, formal and informal assessments. It is a classroom curriculum element practised on constant bases be it informal, formal, formative or summative style. However, assessing learners socio-civic outcome towards developing effective citizenship is an intricate instructional exercise which an adept socio-civic teachers should construct diverse mechanisms for. Unfortunately, experience shows Nigerian socio-civic teachers still engaged traditional assessment tools in both formative and summative assessments. Since these assessment tools are not this paper's focus, I discuss their flaws to justify the need to select apt practical based assessment tools to serve specific goals. This traditional assessment of curriculum delivery is via quiz, tests and essays as embedded in formative and summative assessments discussed below.

Formative assessment is the recurrent interactive appraisals during a particular socio-civic classroom curriculum implementation. Basically, it establishes content insight and detect further learning needs so as to modify extant pedagogic practice. The concerns are to ascertain extant knowledge and insight level, visualize current instructional practice effectiveness resulting in improving curriculum performance. This assessment purpose is providing feedback for both socio-civic teachers and learners to

transform classroom pedagogic activities. Information gathered from the current classroom instruction assist the teacher to discover knowledge deficit obliging improvement in instructional practices Essentially, this assessment is intended to offer valuable feedback which is the extant performance evidence during curriculum implementation to attain effective citizenship goals. It is the distinct relevant facts about learners relative to attaining extant curriculum learning outcomes in line with certain principles/qualities.

Unfortunately, there are major obstacles in this practice which involve the tensions between classroom-based formative assessments, and the standardized summative tests meant to hold schools accountable for learners' achievement as well as absence of link between systemic, school and classroom assessment styles. Thus, novel initiatives, creativity and innovation for curriculum reengineering is imperative in the formative assessment tools for better intellectual and participatory skills to attain the overarching goal of developing effective citizenship

Summative assessment is the feedback about learners' attainment levels at the end of socio-civic curriculum implementation. It is the standardized content test outcomes plus other achievement appraisals used to determine learners' progression to higher class and to decide schools accountability level. It is the most evident assessments used to gauge learnt curriculum content meant to promote learners having met required criteria for school completion, certification, admission to higher education and careers.

The purpose is accountability for learners' progress at the end of a specific learning session. Accountability entails ascertaining extant learning standard in respect of socio-civic curriculum outcomes. In this wise, terminal examination is conducted to discern learners' curriculum learning outcomes- effective citizenship development. Embedded in summative assessment is the standardized test resulting in report card conveying to learners and parents the standards in line with curriculum outcomes. Though, the main intent is for accountability yet, it is used as

formative mode since the report card assist learners focus on specific content pedagogic focus.The use of formative and summative assessments underpinned by current essay, quizzes, paper and pencil based tests fall short of emerging innovative trends obliging a rethink based on global emerging Socio-civic assessment pattern involving practical knowledge and use developing into assessment cultures (National Research Council, 2001; Kellis & Silvernail, 2002; Black, Harrison, Lee, Marshall, & Wiliam, 2003; Black & Wiliam, 2004; Harlen, 2005; Partnership for 21st Century Skills, 2009).

The traditional assessment tool engaged by Nigerian socio-civic teachers are selected and extended (essay) responses tests. The former is mostly referred to as objective paper and pencil tests which entail multiple choices, true/false, matching, and fill-in-the-blank. Selected response requires choosing true answers among the options. Essays items entail constructing text response to an open-ended question to which likely suitable answer may be provided. Embedded in these tools are short-answer questions (Stiggins, 2001; Myers, 2004).

However, it is difficult to use selective response for assessment outside routine knowledge or simple skills. Also, irrelevant information are easily included in selective response items and thus prone to guessing right response. Selected response tests solicit factual knowledge and prone to ambiguous answers; it is susceptible to irrelevant clues as well do take time and effort to design. Also, prone to reading ability adversely affecting scores as well as encouraging recall items at the expense of critical thinking. Extended (essay) response tests raise serious design and scoring issues and learners sanctioned unduly for initial difficulties in language literacy regarding grasping questions (Cornfield et al., 1987; Myers et al., 2003).

Emerging Alternative Socio-civic Education Assessment Trends

Apparently, there are emerging alternative innovative assessment trends and patterns with tendency to influence learners' socio-

civic attainment for developing effective citizenship. Thus, the key focus is initiating this alternative innovative assessment literacy involving broad spectrum of diverse formats to aid learners' open-mindedness.Thus, I offer constructivist based alternative assessments to appraise socio-civic curriculum implementation in contrast to hitherto traditional assessment discussed above. This is a participatory assessment used to track learners' progress, instructional approach and learning process towards improving curriculum instructional practices. Through alternative assessment tools, learners should develop (metacognitive skills) entailing self-analysis, self-reflection, and self-awareness; also, various assessment tools should be available for learners to gain experience involving self-evaluation.Also, this assessment construct is learner-centered, liberalistic, individualistic, and holistic as well prioritizes the learning process more than end product which also leads to renovating curriculum pedagogic practices. Moreover, curriculum renovation underpins in-depth curriculum instruction which stimulates critical (high level) pedagogy as against the traditional based examination having serious adverse impacts (Stiggens, 2007; DilaverveAkyürek Tay, 2008;Yurdabakan, 2011). Consequently, the search for alternative innovative assessment process led to rethink about the conventional examination patterns while researchers are showing much concerned with initiating innovative practices refers to as alternative assessment discussed below (Herman, 1992; Tynjala, 1998; Dochy, SegersveSluijsmans, 1999).

Alternative Assessment

The concept of alternative assessment has been variously explained by educational assessment scholars, especially in the socio-civic curriculum studies. It is an instructional practice incorporated into school/classroom curriculum implementation to stimulate further learning, make decisions on learners' quality of question responses, and for self-tracking as well as offering feedback (Hamayan, 1995). In line with education goal, alternative assessment is mainly to improve the shift from

feedback to self-tracking. While, it equips learners with skills, teachers have opportunity to observe the extent and limits of such learners' attained skills in ensuing classroom curriculum pedagogic practices (Sadler, 1989; Tierney, Carter & Desai, 1991 cited in Hamayan, 1995),

Scholars have posited various features common in the practice of alternative assessment: it should be classroom situated with the teachers mediating the choice process on the tools required; such assessment should focus on learners, content and learning outcomes context impact. Also, the curriculum instruction process should be paripasu with, (if not greater than), product outcomes.. Learners are to be guided to do, initiate build construct, and design; exhibit critical (high level) thinking problem solving skills; deeply engage in instructional activities, most time using real life situation. Also, the scaffolding process requires initiating novel pedagogic assessment functions for teachers (Herman, Aschbacher& Winters, 1992; Janich, Liu, & Akrofi, 2007).

I argue that achieving above, alternative assessment ascertains the tools which assess end products and the learning process; however, these tools are lacking in the traditional assessment methods. In another words, alternative evaluation can be defined as assessment that is absent in traditional assessment methods but of immense benefit in assessing end product and learning process assessments (process, product, or both) (Dorn, Madejave Sabol, 2004; Çepni, 2009).

Alternative Assessment and Socio-civic Studies
In relation to socio-civic studies, alternative assessment can be built-into the curriculum to improve learners' citizenship skills and values through articulating informed decisions as integral part of effective citizenship development. To this end, socio-civic studies are expected to equip learners with skills and values such as thinking, research, Communication, interpersonal/intergroup, and digital literacy, and media skills. Also, the values to be developed include patriotism, justice, independence, peace, respect, freedom, diligence, integrity, tolerance, hospitality,

among others. Yet, much time is required in developing above skills and values as it is hard to ascertain the time frame to develop those skills and values, or even solve problems in the course of instructional activities if using traditional assessment(Savage & Armstrond, 1996).

Thus, the need to implement alternative assessment to track, control and infer from the socio-civic curriculum learning instead of the end product. Assessment literatures have identified alternative assessment tools vital and relevant to socio-civic curriculum instruction/pedagogic practice for developing effective citizenship. These, inter alia, are authentic assessment, performance assessment, and structure observation, portfolios, project, check lists, concept mapping, oral presentations, interview and focus group assessment tools. Others involve rubrics, rating scales, attitude scales, self-evaluations, peer and group assessment, constructed grids, diagnostic trees, and Word association tests (Adanali & Doğanay, 2010; Yeºilyurt, 2012; Doğanay & Coşkun-Keskin, 2012; Yeşilyurt, 2012; Kaya, BalayveGöçen, 2012).

Conclusion

Obviously, from above, assessment is a vital curriculum component which evidently underpins instructional goals and by extension the implementation process. Overemphasis on traditional assessment has become so intricate to the extent that appraising learners' progress is extremely cumbersome in terms of time, procedures and instruments involving formative and summative assessments leading to feedbacks in the education system. The traditional assessments have hindered, among others the development of relevant values and skills resulting in critical thinking skills. This is due to absence of assessments which creates opportunity for peer/self-assessment-constructing ability to nurture higher thinking skills through which learners are criticized by fellow learners and the teacher is act as a mediator. Thus, socio-civic assessment patterns, like other curriculum elements, require transformation and re-engineering in which

socio-civic teachers become literate on alternative assessments (Black et al., 2004; James et al., 2005).

Suggestions
In view of the above, it is imperative for scholars, practitioners and policymakers in socio-civic fields to appraise analyze and discuss the current curriculum assessment trends towards evolving a policy review leading to: Nigeria's education system requires, as a matter of policy imperative, philosophical underpinning involving a constructivist curriculum being applied in the United Kingdom (1998), U.S., Australia, New Zealand, Germany, Spain, Canada, Taiwan, Israel and Turkey (2004/2005).To this end, socio-civic curriculum assessment component should be based on constructivist learning assessment and evaluation trends which mandatorily adopt alternative assessment that focuses more on learning process instead of the product.

Also, in the preparation of pre-service, teacher education our programmes should be underpinned by philosophies which include Social Reconstructionism, Progressivism, and constructivism, among others. Socio-civic teachers needs to engage in the broad spectrum of education curriculum philosophies and their assessment tools as extant occurrences in and out of classroom by utilizing various learning methods to attain instructional goals. I emphasize the need for constructivist curriculum assessment patterns in the teacher education pre-service teacher preparation. So, there is need for in the field/service teachers to have more professional development programmes to create literacy, awareness and skills acquisition on constructivist curriculum implementation including assessment tools. Teachers need to be able to integrate assessment into classroom curriculum delivery process by engaging relevant and appropriate assessment tools in line with instructional domain objectives.

I aver the need to adopt alternative assessment reflecting constructivist learning patterns which engage both conventional and unconventional assessment tools. The vital facts in issues for

teachers to know are assessment: being part of curriculum instruction and not distinct; being able to select apt assessment tools and styles in line with content structure; and assessing both the learning product and process. Both conventional and unconventional assessment tools in socio-civic classroom should prioritize the three (3) learning domains during curriculum pedagogic practices. This is due to the symbiotic links among the domains. However, psychomotor (skills) and affective (values) require more of alternative assessment tool engagement and this implies that socio-civic teachers need to be prepared and empowered with alternative assessment skills and experiences as stated in above.

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