

Course Code: 825

Course-9

ASSESSMENT FOR LEARNING

UNIT-I

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What is Assessment?

- Assessment is the systematic collection of information about students learning, using the time, knowledge, expertise, and resources available
in order to inform
decisions that affect student learning (Walvoord, 2010, p. 23).

What is Assessment?

- **Assessment** is an ongoing process aimed at understanding and improving student learning.

It's more than just collecting data.



Importance of Assessment

- To find out what the students know (knowledge).
- To find out what the students can do, and how well they can do it (skill; performance).
- To find out how students go about the task of doing their work (process).
- To find out how students feel about their work (motivation, effort).



What is Student Assessment for?

- To help us design and modify programs to better promote learning and student success.
- To provide common definitions and benchmarks for student abilities that will enable us to act more coherently and effectively to promote student learning.

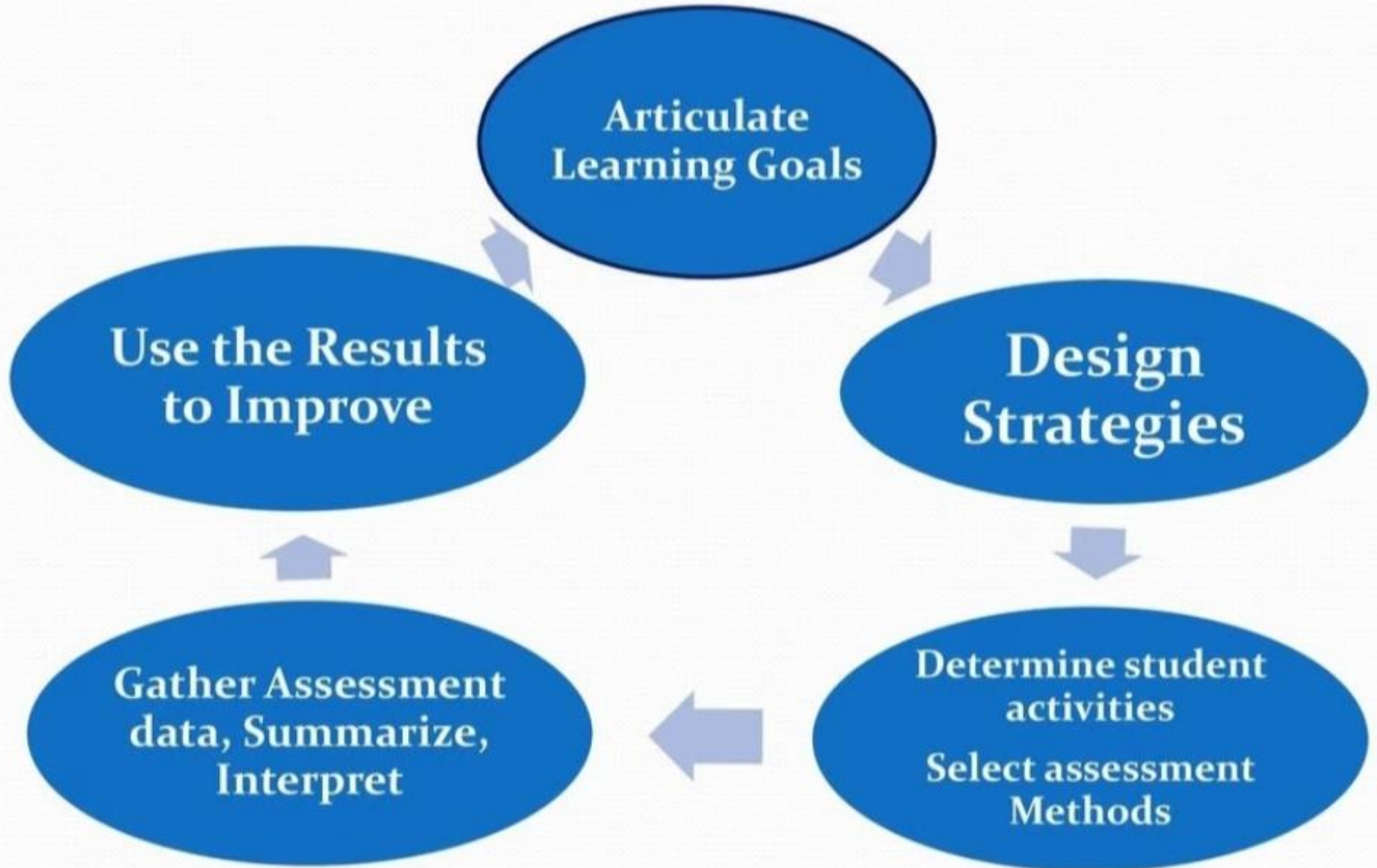
What is Student Assessment for?

- To provide feedback, guidance, and **mentoring to students** so as to help them better plan and execute their educational programs.
- To provide improved feedback about student learning to support faculty in their work.

Functions of Assessment

- Diagnostic: tell us what the student needs to learn.
- Formative: tell us how well the student is doing as work progresses.
- Summative: tell us how well the student did at the end of a unit/task.

Assessment Cycle



What can be assessed?

- **Students' learning characteristics**
 - Ability differences
 - Learning styles
- **Students' motivational characteristics**
 - Interest
 - goal orientation

What can be assessed? Cont.

- **Learning**

- Content knowledge
- Ability to apply content knowledge
- Skills
- Dispositions and attitudes
- Performances

How should we assess?

- Multiple Choice
- Short Answer
- Essay
- Practical Exam
- Papers/Reports
- Projects
- Questionnaires
- Checklist
- Self Rating
- Journal
- Portfolio
- Observations
- Discussions
- Interviews

Criteria In Choosing an Assessment Method

- It should be reliable.
- It should be valid.
- It should be simple to operate, and should not be too costly.
- It should be seen by students and society in general.
- It should benefit all students.



Who should be involved in assessment?

- The teacher
- The student
- Administrator



What should we do with the information from our assessment?

- Use it to improve the focus of our teaching (diagnosis).
- Use it to focus student attention of strengths and weaknesses (motivation).
- Use it to improve program planning (program assessment).
- Use it for reporting to parents.

Assessment

- *Assessment is a process by which information is obtained relative to some known objectives or goals*
- *Assessment is a broad term that includes testing*
- *A test is a special form of assessment*
- *Tests are assessments made under contrived circumstances especially so that they may be administered*

Assessment for learning (formative assessment)

- Assessment for learning is teacher driven for students, teacher and parent use
- Assessment for learning occurs throughout the teaching learning process, using a variety of tools
- Assessment for learning engages teachers in providing feedback to students to enhance their learning and information to parents in support of learning

Assessment as learning (formative learning)

- Assessment as learning involves students reflection on learning, monitoring of his/her own progress
- Assessment as learning is student driven with teacher guidance
- Assessment as learning occurs throughout the learning process

Assessment of learning (summative assessment)

- Assessment of learning provide opportunities to report evidence of achievement related to curricular outcomes
- Assessment of learning occurs at the end of a learning cycle using a variety of tools
- Assessment of learning provide the foundation for discussion on placement or promotion

Functions of Assessment

- For diagnostic purpose
- For feedback
- To provide learning opportunities
- For self evaluation
- For motivation
- For preparation for longer term learning

Principles of Assessment

- Assessment should be valid
- Assessment should be reliable and consistent
- Assessment should be inclusive and equitable
- Assessment should be integral part of teaching learning process
- The amount of assessment work should be manageable
- Formative and summative assessment both should be included
- Timely feedback should be given

EVALUATION



Evaluation:

Meaning of Evaluation:

- Evaluation is a broader term than the Measurement.
- It is more comprehensive than mere inclusive than the term Measurement.
- It goes ahead of measurement which simply indicates the numerical value.
- It gives the value judgement to the numerical value.
- It includes both tangible and intangible qualities.

Definition :

- **Norman E. Gronlund and Robert L. Linn:**

Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupil's are achievement instructional objectives.

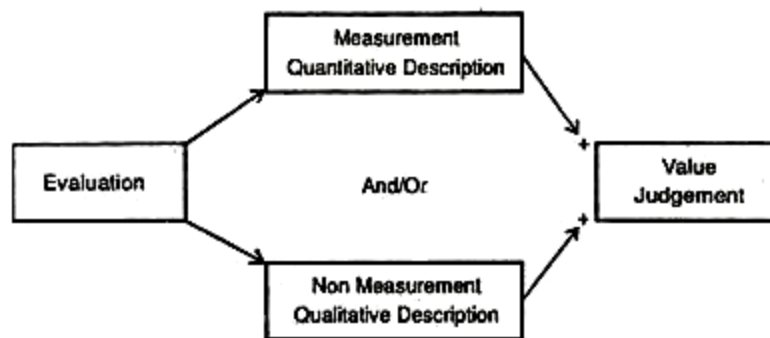


Fig. 1.1

Summative Evaluation :

- Summative evaluation is a type of evaluation that takes place at the end of a program or project to assess its overall effectiveness and success in achieving its objectives.
- The purpose of summative evaluation is to provide an overall assessment of the program's impact and effectiveness.

Examples...

- A midterm exam.
- A final project.
- A paper.
- A senior recital.

Definition

- According to **Serivan (1967)** , Summative evaluation is a method to judge the worth of a curriculum at the end of the syllabus , when the focus is on the outcomes.

Formative Assessment

- Occurs during the learning process.
- Allows teachers and students to pivot their strategies.
- Identifies areas for improvement.
- Gives opportunities for students to implement feedback.

VS

Summative Assessment

- Occurs at the end of the learning process.
- Provides a final evaluation of concept knowledge.
- High-stakes testing that often involves ranking of students.

key features of summative evaluation

1. Conducted at the end of a program or project:

Summative evaluation is typically conducted at the end of a program or project to assess its overall effectiveness and success in achieving its objectives.

2. Focuses on outcomes and results: Summative evaluation focuses on the outcomes and results of the program or project rather than the processes involved in implementing it.

Conti...

3. Measures the achievement of objectives:

Summative evaluation measures the extent to which the program or project has achieved its objectives.

4. Uses a range of methods: Summative evaluation can use a range of methods to collect data, such as surveys, interviews, focus groups, and data analysis.

Conti.....

- 5. Used to make decisions:** The findings of summative evaluation are often used to make decisions about the continuation, modification, or termination of the program or project.
- 6. Provides an overall assessment:** Summative evaluation provides an overall assessment of the program or project's impact and effectiveness.

Conti...

- 7. Provides feedback for improvement:** While summative evaluation focuses on assessing the success of a program or project, it can also provide feedback for improvement and help guide future programs or projects.

types of summative evaluation ...

- 1. Outcome evaluation:** Outcome evaluation measures the extent to which a program has achieved its intended outcomes or objectives. It focuses on the results or impact of the program.
- 2. Impact evaluation:** Impact evaluation goes beyond outcome evaluation to assess the overall impact of a program on its intended audience or community. It may include an assessment of unintended or indirect effects.

Conti....

3. **Cost-benefit analysis:** Cost-benefit analysis is a type of evaluation that compares the costs of a program to its benefits. It helps decision-makers determine whether a program is cost-effective and whether the benefits justify the costs.
4. **Process evaluation:** Process evaluation assesses the implementation of a program or project to determine whether it was carried out as intended. It focuses on the inputs and activities of the program rather than its outcomes.

Conti...

- 5. Formative evaluation:** Formative evaluation takes place during the development and implementation of a program or project to provide feedback for improvement. It focuses on identifying and addressing problems or issues as they arise.
- 6. Summative program evaluation:** Summative program evaluation is a comprehensive evaluation of a program that includes multiple types of evaluation, such as outcome evaluation, impact evaluation, and cost-benefit analysis.

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7. Meta-evaluation: Meta-evaluation is an evaluation of evaluations. It assesses the quality and effectiveness of existing evaluations to determine whether they were conducted appropriately and whether their findings are valid and reliable

types of tests that can be used for student summative evaluation...

- 1. Multiple-choice tests:** Multiple-choice tests are a type of assessment that requires students to select the correct answer from a list of options. These tests are commonly used in subjects such as math, science, and social studies.
- 2. Essay tests:** Essay tests require students to write an extended response to a question or prompt. These tests are commonly used in subjects such as English and history.

Conti...

- 3. Performance assessments:** Performance assessments require students to demonstrate their knowledge and skills in a real-world or simulated setting. These tests are commonly used in subjects such as music, art, and physical education.
- 4. Open-book tests:** Open-book tests allow students to use their textbooks and notes during the test. These tests are commonly used in subjects that require students to memorize a lot of information, such as law and medicine.

Conti...

5. **Closed-book tests:** Closed-book tests require students to rely on their memory and knowledge to answer questions. These tests are commonly used in subjects such as math and science.

6. **Oral tests:** Oral tests require students to speak and respond to questions verbally. These tests are commonly used in subjects such as foreign languages and public speaking.

Conti...

- 7. Portfolio assessments:** Portfolio assessments require students to compile a collection of their work over a period of time. These tests are commonly used in subjects such as art and writing.

Uses of summative assessment...

- 1. To evaluate learning outcomes:** Summative assessment is used to evaluate student learning outcomes at the end of a course, program, or project. It provides a comprehensive picture of what students have learned and achieved.
- 2. To measure progress:** Summative assessment is used to measure progress and achievement against a set of predetermined standards. It helps educators and students to identify areas of strength and weakness and to track progress over time.

Conti...

- 3. To determine grades:** Summative assessment is used to determine grades or final scores for courses, programs, or projects. These grades can be used to make decisions about further study or placement.
- 4. To inform program evaluation:** Summative assessment is used to inform program evaluation by providing data on the effectiveness of a course, program, or project. This data can be used to identify areas for improvement and to make decisions about program changes or modifications.

Conti...

- 5. To provide accountability:** Summative assessment is used to provide accountability to stakeholders such as parents, students, and policymakers. It demonstrates the effectiveness of educational programs and helps to justify resource allocation.
- 6. To support decision-making:** Summative assessment is used to support decision-making by providing data and evidence to inform important educational decisions. These decisions may include programmatic changes, curriculum development, or resource allocation.

Qualities of a good summative assessment...

- 1. Validity:** A good summative assessment should measure what it intends to measure. It should be aligned with the learning objectives and standards for the course, program, or project.
- 2. Reliability:** A good summative assessment should produce consistent results when administered multiple times. It should be reliable and accurate in measuring student learning outcomes.

Conti...

- 3. Fairness:** A good summative assessment should be fair and unbiased. It should not discriminate against any group of students, and all students should have an equal opportunity to demonstrate their learning.
- 4. Objectivity:** A good summative assessment should be objective and free from subjective judgment. It should be based on clear and consistent criteria for scoring and grading.

Conti...

- 5. Authenticity:** A good summative assessment should be authentic and relevant to real-world situations. It should provide students with opportunities to apply their learning in meaningful contexts.
- 6. Transparency:** A good summative assessment should be transparent and clearly communicated to students. Students should understand the expectations and criteria for assessment and have access to feedback on their performance.

Conti...

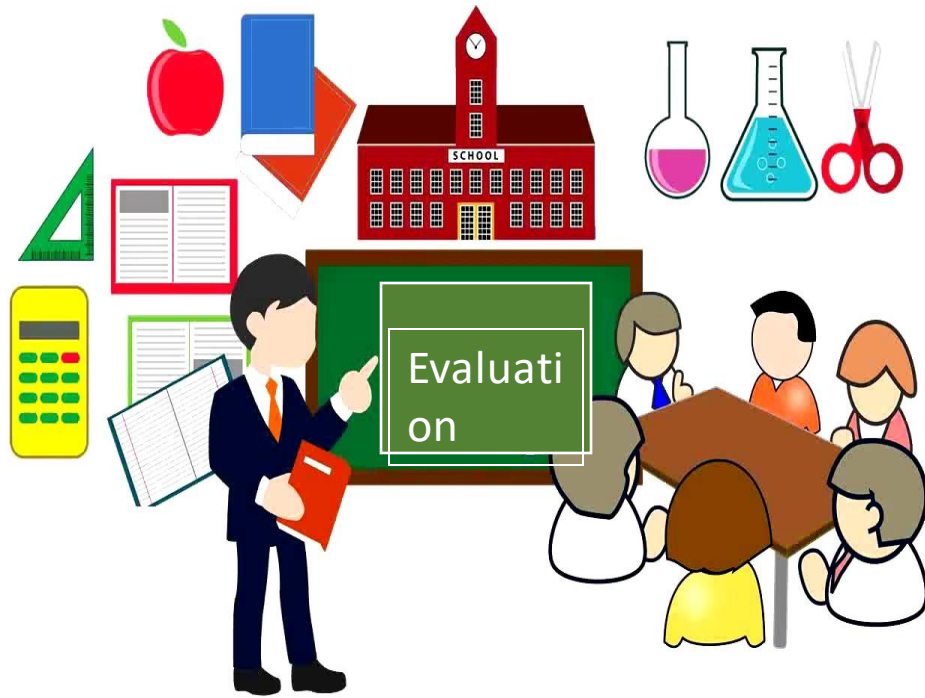
7. Efficiency: A good summative assessment should be efficient and not overly burdensome to students or educators. It should be administered in a reasonable amount of time and not detract from other important learning activities.

Conclusion...

- In conclusion, summative evaluation is a type of assessment that is used to evaluate student learning outcomes, measure progress, and inform decision-making. There are different types of summative evaluation, including outcome evaluation, impact evaluation, cost-benefit analysis, process evaluation, formative evaluation, and summative program evaluation. A good summative evaluation should possess qualities such as validity, reliability, fairness, objectivity, authenticity, transparency, and efficiency. By employing good practices in summative evaluation, educators and decision-makers can ensure that they are making informed decisions that benefit students and promote educational excellence.

Assessment for learning

Summative evaluation



Evaluation

- **Teacher evaluation is defined as a systematic procedure for reviewing the performance of a teacher in a classroom and analyzing the review to provide constructive feedback for the teacher's professional growth.**
- **Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).**

Importance of evaluation

- Evaluation is an important component of the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process not a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of students.
- Evaluation is concerned with more than formal Academic advancement of students. It is interested in the development of the individual in term of desirable behaviour changes in relation to his feeling, thinking and actions. evaluation is very important in the field of education.

Need of evaluation

1. To test the achievement of the pupils
2. To assess the personality of the pupils
3. To attain success in teaching
4. To award scholarship
5. To provide basis for admission in research
6. Helpful in maintaining standard
7. Helpful in clarifying objectives
8. Help to promote better learning
9. Progress of the students
10. Helpful in classification of student

- 11. Base for testing teacher's efficiency**
- 12. Providing motivation**
- 13. Improvement of instruction**
- 14. Provision of the basis for Guidance**
- 15. Curriculum changes**
- 16. Helpful in diagnosing weakness**
- 17. Helpful in measuring factual knowledge**
- 18. To stimulate instruction**
- 19. To meet criticism**
- 20. To test the development of skill and attitude**

Summative Evaluation

Summative evaluation carried out at the end of instructional programme, is an effective tool to measure the outcome of any such programme.

- It is carried out at the end of particular instructional lesson, topic or content, session or semester.**
- it can also be used for classifications.**
- it is carried out less frequently than formative evaluation.**
- Summative evaluation doesn't provide any feedback for the student or the teachers.**
- This evaluation can also be used for making certifying judgement for the students.**
- The result of summative evaluation can be utilised for making comparison among the students.**

Formative

**Help students to
learn and practice**

When

Throughout the course

Why

Identify gaps and
improve learning

How

Via approaches that
support specific
student needs

Summative

**Assess student
performance**

When

At the end of the
instructional period

Why

Collect evidence of
student knowledge, skill
or proficiency

How

Via exit learning products
or a cumulative
assessment

Summative Assessments

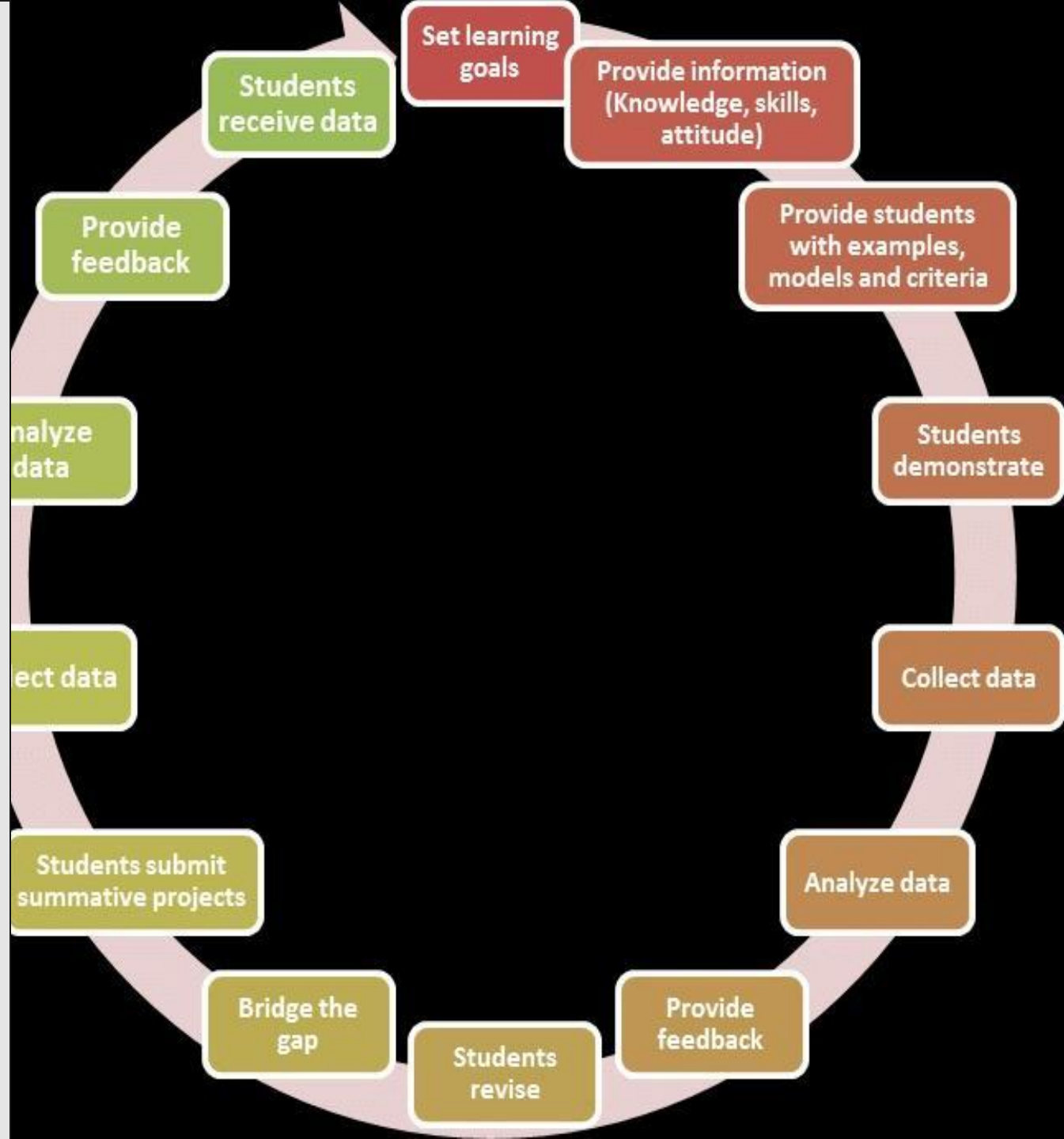
- State Assessments
- District Benchmarks
- End of unit/term Assessments
- Standards-based Assessments

- Both assess learning
- Both are used for feedback
- Both are used for future planning

Formative Assessments

- Quizzes
- Observations
- Homework/Classwork
- T/Charts, Venn Diagrams

PROCESS OF SUMMATIVE EVALUATION



Advantage/uses and merits of summative evaluation

- 1. Knowledge about overall performance and progress of the students**
- 2. Basis of certification**
- 3. bases for awarding grades**
- 4. helpful in making comparisons amongst groups**
- 5. helpful in making predictions about an educational programme**
- 6. helpful in guidance**
- 7. helpful in promotions**
- 8. helpful in checking proficiency of teacher**
- 9. helpful in resetting objectives**
- 10. helpful in curriculum changes**

Disadvantages of summative evaluation

- **Can demote individuals (students who don't perform well.)**
- **Can be disruptive for the class (stressful for students.)**
- **Not always the perfect gauge of student understanding (students don't always test well.)**
- **Students could underperform due to a poorly made assessment.**
- **In most schools, there isn't time to address students' weaknesses found by assessments.**

COURSE :-9

**Assessment For
Learning**

**Topic :- Quantitative
Evaluation**

Meaning

Evaluation:-

Evaluation refers to the “value judgement” that we used to make for any/some phenomenon by considering the quantitative and qualitative information, which information we collected in a particular period of time.

In evaluation, all possible quantitative and qualitative information regarding the child(student) have to be properly collected and carefully analysed before making any judgement on his/her learning status/progress.

Quantitative Evaluation

- Quantitative aspect of evaluation frequently relies on the collection and analysis of data in number form.
- It involves data provide information that can be counted to answer questions as “how many” and “how much”.
- It is based on measurement.
- Quantitative evaluation are using scientific tools and measurement.
- The results can be counted or measured.

Tools of Quantitative Evaluation

- **Written Test** :- Essay type questions, short answer type questions and objectives type questions .

Objectives type questions are further dividing as

1.) Recognition Type questions:- It involves rearrange type, mcqs, matching, true and false and fill up etc.

2.) Recall Type:- one word type , fill up etc.

- **Oral Test**
- **Practical**

Essay Type Question

- An essay question is a type of evaluation system which permits the examinee to write in his/her own words, a free and extended response to the problem presented and thus reveals information regarding the students mental process.

Advantages & Disadvantages of Essay Type Questions

- **Advantages :-**

1. Free and effective expression.
2. Easy to frame.
3. Used to test student's writing skills.
4. Used to test students knowledge regarding subject matter .
5. It is easy and economical to administer.

Disadvantages:-

1. Students may interpret it differently from the examiner.
2. Limited subject area is covered.
3. Grading is inconsistent, difficult & time consuming.
4. Lack of objectivity, validity and reliability.

Short Answer Type Questions

SAQs can be used in examinations or as part of assessment tasks.

They are generally questions that require students to construct a response .

SAQs require a concise and focused response that may be factual, interpretive or combination of the two .

ADVANTAGES & DISADVANTAGES OF SAQs

Advantages:-

1. Easy to score , reliability of the score is improved.
2. Reduces possibility of guessing.
3. Improved objectivity as the marking scheme can be structured and predetermined.
4. Better content coverage as compared to long essay questions.

Disadvantages:-

1. Encourage rote learning.
2. This type of questions are not suitable for judging the power of analyzing & reasoning of the students.
3. Some time more than one answer is correct (less

Objective Type Questions

Objective questions are those based in fact, where a respondent's answer can be determined as right, wrong true or false.

Examples:- a) what is the capital of India?

b) How many states are there in India?

Advantages & Disadvantages Of Objectives Type Questions

Advantage :-

1. It can be easily scored.
2. More reliable and valid than essay question.
3. It possesses economy of time as it take less time to answer.
4. Administration are relatively simple.
5. Measures a variety of levels of learning.

Disadvantages :-

1. No depth of knowledge due to point to permit study.
2. Chance factor & guessing become a big problem .
3. Cheating factor is a big problem.
4. Measurements of higher mental abilities is not possible.
5. New ideas is totally distorted.

QUANTITATIVE EVALUATION

- Quantitative data are data that can be measured and assigned by a numerical value.
- “TELL ME WHAT YOU LEARNED”

ROLE OF QUANTITATIVE EVALUATION IN EDUCATION

Data is provided in quantitative form to the students.

Data is large and wide.

Assessing learning outcomes in Cognitive, Affective and Psychomotor Domains.

Psychological Tests can be conducted.

Result in Numerical score card.

Interpretation of child's IQ, Aptitude, Attitude and adjustment of personality.

Intra and inter Individual comparison can be done.

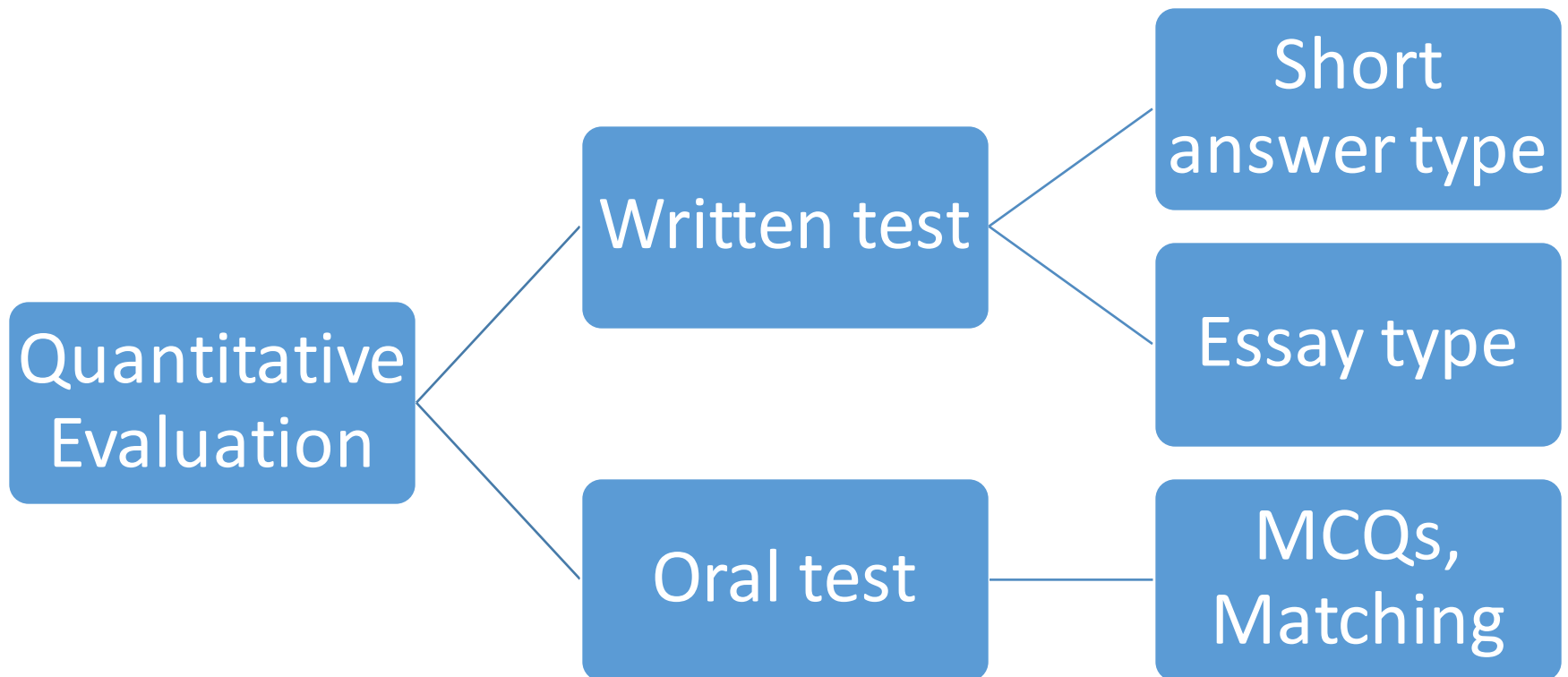
ADVANTAGES OF QUANTITATIVE EVALUATION:-

- ☐ It helps in making Inter individual and Intra individual comparison.
- ☐ The Statistical calculations can be done easily.
- ☐ Helps in setting relevant position of the student in the whole class.
- ☐ Easy conversion of data into percentage.
- ☐ Representing the results and performance in certain distinctive grades.
- ☐ Collection and analysis of data in number forms.

Limitations of quantitative evaluation:-

- ☐ *Only gives the information about facts.*
- ☐ *Not helpful in Explaining all the aspects properly (qualitative features of a student cannot be explained).*
- ☐ *Evaluation only after or before the course.*

Quantitative assessment tools



Quantitative vs. qualitative

QUANTITATIVE EVALUATION	QUALITATIVE EVALUATION
It helps in measuring the performance in numerical terms.	It helps in describing the performance verbally.
Making statistical relations	Skills of reasons and causes of behavior
Written examination, oral and questionnaire	Observation, interview and introspection
It is objective in nature	It is subjective in nature
Results cannot be changed by the examiner	Opinions can be changed
Can be administrated on a mass level	Individual plan and observations can only be done
There is no personal or human touch	Personal and affections work.

Qualitative Evaluation

Evaluation :- Evaluation is a systematic process of determining to what extent has instructional objectives has been achieved .

It is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupil have achieved instructional objectives.

Evaluation may be defined as two Kinds Qualitative and Quantitative Evaluation.

Quantitative Evaluation is assessment process that answer the question, ***“how much did we do ?”***. On the other hand qualitative is an assessment process that answer question, the ***"How well we do?"***

Qualitative Evaluation -: Qualitative Evaluation more Subjective than quantitative evaluation. In Qualitative evaluation information, data about learning outcomes or performance of the students is collected in qualitative form. Mostly the qualitative of learning outcomes of the learners in affective behavioural domain . In qualitative evaluation we use non-testing devices such as qualitative observation, interview and performance based evaluation. Qualitative evaluation involves value of judgements and emotional response.

Features of qualitative evaluation

- Its involves value judgement
- Its provide behavioural description. .
- Not much expensive.
- Non-testing measures of evaluation.
- Dependent on teacher evaluation.
- Subjective in nature.

Tools and techniques used in Qualitative evaluation

Tools of evaluation

1.Cumulative Records

Such tools are used/made by school to show all round development of students.

2.Observation

This most common technique of qualitative assessment of students. This is only technique for evaluation of classroom interactions.

3.Anecdotal Records

These records maintain the description of students behaviour at significant events.

4. Checklist

A Checklist is a tool for identifying the presence or absence of conceptual knowledge skills or behaviour

- ✓ Checklist only indicate if a student can accomplish the listed objectives
- ✓ Usually offer yes/no format

5. Rating Scale

Rating is term applied to expression or opinion or judgement regarding same situation, object or character.

6.Portfolios

A student portfolio is a collection of pieces of student works selected to serve a particular purpose.

7.Questionnaire

On the basis of the objectives and purpose of information, the questionnaire are developed

□Merits of Qualitative Evaluation

- i. Analysis is relatively easy and cheap
- ii. It provide a holistic and complete profile of learner
- iii. Subjective in nature

Demerits of Qualitative Evaluation

- i. Less accurate.
- ii. Evaluation of two teacher about one student are not same.
- iii. Need of analysis of outcomes
- iv. Based on emotional behaviour only.
- v. Cannot be administered at mass level as it is more individual based.
- vi. It has human touch.

Differences between Qualitative and Quantitative Evaluation

Qualitative Evaluation

- 1) It is type Evaluation in which we collect data about the qualitative aspects of learner performance.
- 2) It is subjective in nature.
- 3) Opinions can be changed.
- 4) Cannot be administered at mass level as it is more individual based.
- 5) Focuses on “why and how”

Quantitative Evaluation

1. In this we collect data information or learning outcomes in quantitative form.
2. It is objective in nature.
3. Results cannot be changed.
4. The examiner can be administered at mass level.
5. Focuses on “What and

- 6. Prioritizes understanding people's lived experiences.
- 7. Open-ended creative answers.
- 8. Oriented to process.
- 9. Untimed, free response.
- 10. Continuous long term assessment.
- 11. It comprises tools and technique such as observation, interview and role play.

- 6. Focus on right answer.
- 7. Oriented to product.
- 8. Timed , specific response.
- 9. Standardised exam.
- 10. Prioritizes quantities.
- 11. It comprises tools and technique such as written examination and practicals etc.

Conclusion

- Both qualitative and quantitative have their uses in a variety of field of science if we use both Qualitative and Quantitative methods evaluation a more or holistic picture of student is created



**Quantitative and Qualitative
aspects of evaluation**

Quantitative aspects of Evaluation

- Quantitative aspects of Evaluation frequently relies on the collection and analysis of data in number form.
- It involves data provide information that can be counted to answer questions as “How many?” , “Who was involved?”, “What ever the outcomes?” and “How much?”



Quantitative techniques

- Includes Surveys and questionnaires, pre-tests and post-tests, review of existing documents.
- In education oral test, written test, Practical test are generally used



Importance of quantitative evaluation

- ✓ It measures the depth and breadth of an implementation in numerical terms.
- ✓ It collect data of before and after an intervention can show its outcome and impact.
- ✓ The strength of quantitative data for evaluation purpose includes their generalizability, the easy of analysis, reliability and consistency.



Limitations of quantitative evaluation

- Only gives idea about the facts of numerically measuring aspects.
- Not enough to explain all the aspects deeply.
- Evaluation only at before and after a course.



Qualitative Evaluation

- ❑ Qualitative Evaluation are the evaluation based on attributes.
- ❑ It answers such questions as “What is the value added?”, “Who are responsible?”, and “When did some thing happened?”.
- ❑ Qualitative data are collected through direct or participant observation, interviews, focus groups and case studies.



Qualitative techniques of Evaluation

- ✓ Observation
- ✓ Interview
- ✓ Rating scale
- ✓ Check list
- ✓ Cumulative records
- ✓ Anecdotal records
- ✓ Psychological tests – intelligence test, personality tests etc



A specimen of the Cumulative Record Card

MINOR, CUMULATIVE RECORD CARD

Name of pupil _____ Date of Birth _____
 Father's Name _____ Occupation _____
 Mother's Name _____ Occupation _____
 Addressing with the child _____ Address _____

SCHOOLS ATTENDED

No.	Name of School	Month and day of entering	Month and day of leaving	Grade when entered	Grade when left	Reason for leaving
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PERSONALITY TRAITS

Trait	Yes	No	Other
Neatness			
Orderly			
Cooperativeness			
Industry			
Self-confidence			
Development: Ability			
Initiative			
Responsibility			
Resourcefulness			

Importance of Qualitative Evaluation

- For improvement in education.
- Continuous evaluation at all aspects of study will make education more qualitative.
- Focus on behavioral change in students.
- Depth study



Difference between Quantitative and Qualitative aspects of Evaluation

- Quantitative evaluation
 - 1. One shot standardised exam
 - 2. Timed, multiple choice format
 - 3. Score suffice for feedback
 - 4. Summative
 - 5. Non interactive performance
- Qualitative. evaluation
 - 1. Continuous long term assessment
 - 2. Untimed free response
 - 3. formative interactive feedback
 - 4. Formative
 - 5. Interactive performance

PROGNOSTIC EVALUATION

- Prognostic assessment acts as a means of estimation and prediction of future career.
- Prognostic assessment combines basic aspects taken from an assessment of learning processes and an assessment of learning achievements and tries to formulate a diagnosis for students future.

- It is based on those concepts and skills which are to play predictive role in the new course. These skills may be general intelligence, physical ability, possession of an appropriate fund of knowledge or attitude.

- It asks questions like ; how can we support the individual development and the positive learning processes?
- Prognostic assessment becomes very important at different stages in a students academic life:
- School enrolment
- Repitition of a year

- Switching classes / schools
- Transfer to a different type of school
- Transfer to a higher school.

Diagonstic Evaluation

Introduction:- Diagonse is a verb that means to : identify , Pinpoint . Diagonstic word came from the medical field. Just as a doctor diagonse a patient to find the nature, type and extent of his disease before prescribing medicine , a teacher applies diagonstic test to diagonse the particular strength and weakness of the students .

Meaning :- Diagnostic evaluation is concerned with evaluation of pupils learning difficulties during instruction . A diagnostic test used to diagnose or to reveal an individual 's weakness and strengths in a certain course of study . Diagnostic tests are designed to analyse individual 's performance and provide information on the causes of difficulty.

Characteristics

1. It finds out weakness or deficiency of a child in learning of a contents.
2. It is qualitative not quantitative.
3. It adopts objective type tests only.
4. It fully emphasizes on all learning and teaching points.
5. It needs an expert or specialist to identify the causes for wrong answers.
6. It is an effective tool for teachers that help in planning and organising remedial teaching.

Benefits

1. Connecting learning outcomes to clear goals and objectives is beneficial.
2. Diagnostic tests offer valuable information for developing a curriculum that enhances students's learning results.
3. Focusing on the material that has to be taught, it improves the effectiveness of both teaching and learning.
4. Both the instructor and the pupils benefit from the fulfilling and cordial learning atmosphere it fosters.

Process of Diagnostic Test:-

- Selection of student
- Identifying the difficulty points.
- Analysis of causes of difficulty.
- Remedial procedure.
- Preventive measure.

Remedial Teaching

- It can be defined as the specialised teaching performed as per result of Diagnostic evaluation.
- We know the error and we know how to treat.
- After diagnostic evaluation , remedial instruction is very important if it is untreated or unsolved , could be a problem in future.

How to perform Remedial Teaching:-

- Start where the student is stuck or having problem.
- Inform the students where they are standing and where they have to go in learning and what progress they making.
- Set the small goals and reinforce the time to time.
- Identify the best models, methods , pedagogy for remedial teaching.

Conclusion:- In the last we can say that diagnostic evaluation is done for removing the shortcomings of summative evaluation.

Norm Referenced Test

Introduction

- A norm referenced test is a type of evaluation which yields an estimate of the position of tested individual in a predefined population with respect to trait measured this estimate is derived from the analysis of test sources and possibly other relevant data from a sample drawn from the population.

Definition

- Norm referenced testing assumes that human traits are distributed along a normal probability or normal curve this curve represent the average, high and low test scores of a population . A norm referenced test compare test performance amongst students of same age.It allows teachers to compare a student's results to someone else in their pear group this test allow the educator to see how a student measures up against someone else in a similar co-hort.

Characteristics of a norm referenced test

1. It's basic purpose is to measure students achievement in curriculum based skills.
2. It is prepared for particular grade.
3. It is used for forming homogenous and heterogeneous groups.
4. It classifies achievement as above average, average and below average.
5. It is generally reported in terms of percentile rank.

Types of questions in test

- The questions in norm referenced test are usually multiple choice, and objective, open ended and short answer questions.
- They are usually based on some form of national standards , not locally determine standards or curriculum.
- for example SAT and IQ test

Creation of norm reference test

- Norm reference test are developed by creating the test items and then administering the test to a group of students that will be used as the basis of comparison.

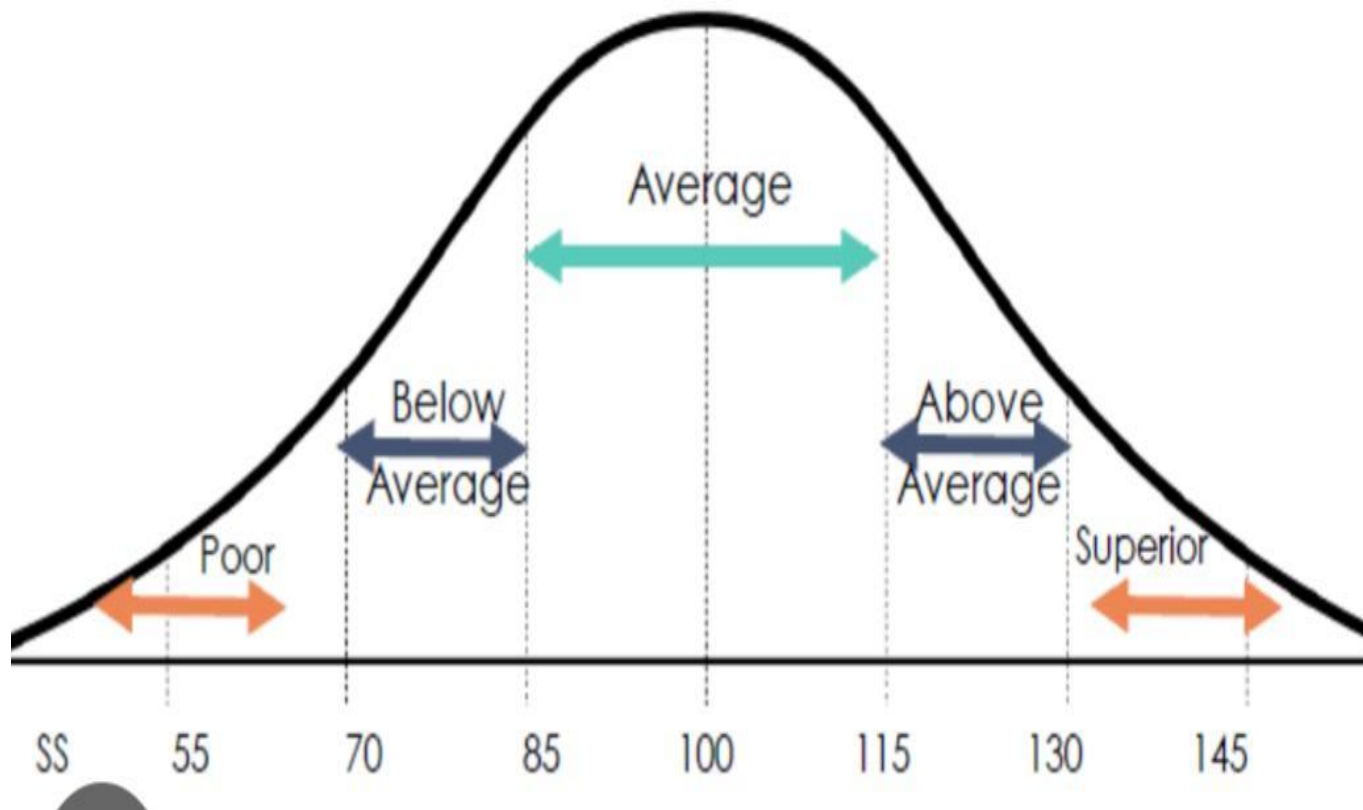
Evaluation

- Statistical methods are used to determine how raw scores will be interpreted and what performance level are assigned to each core the different type of Norm test can be defined on the basis that how there results are ploated these are :
- Bell Curves
- Absolute scores with cut off
- percentile based result.

Bell Curve

Understanding Assessment Scores

Using the Normal Distribution "Bell" Curve



Need of norm referenced test

1. These test help the teacher to compare students in relation to one another.
2. They major performance on the basis of theoretical average.
3. They compare the result of statistically selected group.
4. They help to identify those students who may have specific educational problem .
5. Students will be able to know about their performance compare to others .
6. They will know about their relative positions in the class they will know about their skills and weaknesses.

Uses of norm reference test

1. The norm reference test is easiest to use when comparing students progress and performance .
2. They are cheap and easy to administer .
3. These test provide a quick view of the things that students are expected to learn they work well in situations Requiring rigid differentiation among students.
4. They are generally appropriate in large courses useful to get a reliable rank up ordering of student.

Limitations of norm reference test

1. It promote competition rather than cooperation .
2. It cannot use if class size is less than 40 .
3. Individual grade is determined not only by student achievements but also buy achievement of others.
4. The assessment of complex skill is difficult.
5. For some domains it is difficult to find a language test that is valid and reliable.

Conclusion

- Norm referenced test compare an examinee's performance to that of the Other examinees. Standardise examinations such as SAT are Norm referenced test the goal is to rank the set of examinees so that decisions about their opportunities for success can be made.

Criterion Referenced Test (CRT)

Introduction :-

- A Criterion Referenced Test is a style of test which uses test scores to generate a statement about the behaviour that can be expected of a person with that score.
- With Criterion Referenced Test, each person's performance is compared directly to the standard, without considering how other students perform on the test.

Meaning :-

Criterion Referenced Tests compare a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion.

These tests can also have cut scores that determine whether a test taker has passed or failed the test or has basic, proficient or advanced skills.

Need of Criterion Referenced Test

:-

■ Need for Educators/Teachers :-

1. To evaluate effectiveness of teaching programmes
2. Give teachers idea of how a student is advancing in class
3. Used regularly by teachers in both special education and mainstream education classroom
4. Determine Child's academic progress using multidimensional measures for a well rounded assessment

■ Need for Students :-

1. For Self determination of mastery of concepts & skills and to measure self progress
2. To achieve self goal & objectives
3. Test Results give specific information on skills & sub skills of student
4. Identify students needs for future
5. To help students with learning disabilities set goals both on and off their IEP (Individualized Education Programme)

Characteristics of Criterion Referenced Test :-

- Students are assessed independently, their performance is not compared to that of another student
- The focus is student learning rather than scoring grades
- The assessment criteria are fixed
- It usually delivers quick results
- Specific on expected performances
- Used during instruction i.e; Formative Evaluation

Types of Criterion Referenced Test

:-

1. Questionnaires and Surveys :-

To gather statistical information about attributes, attitudes or actions of a population by a structured set of questions

2. Multiple Choice Questions :-

To measure the most important educational outcomes i.e.; Knowledge, Understanding, Judgement & Problem Solving

3. True / False Questions :-

- To judge whether a factual statement is either true or false
- To assess surface level knowledge, but can be crafted to assess Higher Order Thinking

4. Open - Ended Questions :-

- They start with "**Why**", "**How**" & "**What if ?**"
- These are used to collect qualitative and quantitative answers with accurate and full information

Examples of Criterion Referenced Test :-

A) Advanced Placement Exams :-

Held by Colleges or Universities to give placement & Course Credit to the students who perform well in exam

B) National Assessment of Educational Progress :-

It is a Standardized Test which represent evaluation of what students know and what they can perform in a variety of topics

Reliability of CRT :-

- Defined in terms of **consistency** in the classification of candidates to performance categories over a number of tests administered to them
- Variation in Candidate's Scores is not important if candidates are still assigned the **same performance** category after taking a number of tests

Validity of CRT :-

- The match between the **content** of the test items & the **knowledge** or skills that they are intended to measure
- The match between the **collection** of test items and what they measure & the **domain** of the content that tests are expected to measure

Advantages of CRT :-

- ◆ **Specificity** :- There is a defined goal that's being evaluated. A single item is corresponding to a particular Aim
- ◆ **Topic Expertise** :- This evaluation helps students do well in academics by tracking their progress & to meet specific requirements
- ◆ **Controlled on a Local Level** :- In most cases, CRT happen in the classroom, So the teacher can quickly determine whether the students have met the standard & plan the next course of action

◆ **Learning based on Needs** :- Students learn based on their needs & requirements

◆ **Practicing own Goals** :- Students study and practice their own goals

◆ **Focus on Realistic Goals** :- Students are expected to achieve realistic goals

◆ **Objectives dependent Grades** :- Grades are solely dependent on how students perform against their goals & objectives

Drawbacks of CRT :-

◆ **Undertrained Instructors** :- Many instructors & administrators are undertrained, So they can't maximize on test results.

◆ **Time - Consuming** :- Some tests can be time- consuming to be prepared by educators.

◆ **No Generalisation** :- The results can't be generalized beyond a certain point.

◆ **Undue Advantage by Students** :- Students may take undue & unfair advantage by gaining prior access.

◆ **Specific only for a Particular Course** :- Results can not be generalized especially if the Ceriteria Set for a course is specific only for that course or the Ceriteria has been defined in a very narrow sense.

◆ **Expensive** :- CRT may be expensive for administrators in some extent

Conclusion :-

- CRT is also called "**Objective Referenced Test**" (to achieve instructional objectives).
- Students are assessed independently
- Their Performance isn't compared to that of another student
- The Assessment Criteria are fixed
- Focus is on learning as compared to scores
- It helps to generate statements about student's behaviour

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