

Assessment and Evaluation

Unit No:I

**Concept of test, measurement,
examination, appraisal, evaluation
and their inter relationship**

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Part- 2

1.3 PURPOSES OF ASSESSMENT

1.3.1 Teaching and Learning

- The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.
- What makes assessment for learning effective is how well the information is used.

1.3.2 System improvement

Assessment can do more than simply diagnose and identify students' learning needs; it can be used to assist improvements across the education system in a cycle of continuous improvement:

- 1) Students and teachers can use the information gained from assessment to determine their next teaching and learning steps.
- 2) Parents and families can be kept informed of next plans for teaching and learning and the progress being made, so they can play an active role in their children's learning.
- 3) School leaders can use the information for school-wide planning, to support their teachers and determine professional development needs.
- 4) Communities and Boards of Trustees can use assessment information to assist their governance role and their decisions about staffing and resourcing.
- 5) The Education Review Office can use assessment information to inform their advice for school improvement.
- 6) The Ministry of Education can use assessment information to undertake policy review and development at a national level, so that government funding and policy intervention is targeted appropriately to support improved student outcomes.

PURPOSE OF ASSESSMENT AND EVALUATION

- 1) **To assist in student learning:** A good evaluation provides information to teachers about the progress of students' learning. For students also, it draws a road map to understand their learning progress.
- 2) **To identify students' strengths and weaknesses:** Identification and assessment of students' strengths and weaknesses are necessary for two reasons: i) to structure and restructure the learning activities and ii) to restructure the curriculum.
- 3) **To assess the effectiveness of a particular instructional strategy:** It is important for a teacher to know as to how well a particular teaching strategy helps to achieve the learning objectives.
- 4) **To assess and improve the effectiveness of curriculum programmes:** Components of the curriculum are continually assessed through formative and summative assessments.
- 5) **To assess and improve teaching effectiveness:** To enhance student learning, teachers are continuously evaluated on the basis of a) their commitment to the job, b) their ability to cope with students of a particular age, c) their ability to show mastery of appropriate instructional techniques.
- 6) **To communicate with and involve parents and guardians in their childrens' learning:** Parents, guardians and community need to share with accountability for the effectiveness of learning of the students. Parents or guardians are eager to know the progress of their children in school. Evaluation feedback is necessary to communicate to parents, guardians and the community. For example, distributing progress card of students by conducting a parent-teacher meeting.

C. CLASSIFICATION OF ASSESSMENT

1. Formative –rcanaa%mak maUlyaaMkna
2. Summative- saaraMSa maUlyaaMkna
3. Prognostic- raogainadana maUlyaaMkna
4. diagnostic
5. Norm referenced
6. Criterion referenced based on purpose

1. Formative Assessment

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

Types of Formative Assessment:

- Observations during in-class activities
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically

2. Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Types of Summative Assessment

- i. Examinations (major, high-stakes exams)
- ii. Final examination (a truly summative assessment)
- iii. Term papers (drafts submitted throughout the semester would be a formative assessment)
- iv. Projects (project phases submitted at various completion points could be formatively assessed)
- v. Portfolios (could also be assessed during its development as a formative assessment)
- vi. Performances
- vii. Student evaluation of the course (teaching effectiveness)
- viii. Instructor self-evaluation

Prognostic Assessment

- A prognostic assessment expands the findings of an assessment with analysis of abilities and potentials with a further dimension: the future development of the concerned person, as well as the necessary conditions, timeframe and limits.
- Finding the right person for an executive position needs a reliable comprehension of the personality as well as the possibilities and limits concerning the personal development. Even an experienced and keen observer of human nature may get deluded, even recognized and proven test procedures may be incomplete or leading to wrong results – and misjudgments can become expensive in substantial and immaterial ways.

Six Goals of the Prognostic Personality and Abilities Assessment

- i. Analysis of existing abilities and interests, including the not (yet) known ones and the development to be expected.
- ii. If needed, a comparison with job description and profile of requirements.
- iii. Basic conditions and needs for the development: how it can be enhanced and ensured.
- iv. Period: how long the development will take until the defined goals can be reached.
- v. Limits of developmental possibilities, either referring to the defined goals (selection assessment), or generally, with a realistic time frame of 3 to 5 years.
- vi. Quality assurance and sustainability: how the results can be monitored and ensured in the long term.

- The prognostic assessment is suitable for all management levels including executive board and administrative council, but likewise for young people with the aim of a comprehensive potential analysis.
- Typically, the prognostic assessment is accomplished as an individual one-day-assessment. The objectives are defined individually.

CRITERION REFERENCE

- Criterion reference standard is a predetermined standard of performance that indicates that the individual has achieved a desired level of performance. The performance of this individual is not compared with other individuals as in the case with norm-referenced standard, but rather just against the standard. (**Safrit, 1990**).

CRITERIA FOR SELECTING NORMS

- Even though there are many tests to measure the ability of an individual, attempt should be made to construct norms. Norms are very useful in classifying the students in a particular activity according to their ability. Norms are also used to grade the students.
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- Educationists have also been interested in this function of measurement. One way of knowing how much a student has achieved is to examine his score in relation to the score of others on the same test. **STANDARD**

- Evaluation is the process of giving meaning to a measurement by judging it against some standard. The two most widely used types of standards are criterion and norm referenced.
- The criterion-referenced standard is used to determine if a student has attained a specified level of skill.
- The norm-referenced standard is used to judge an individual's performance in relation to the performances of other members of a well-defined group.
- Non-referenced standard is developed by testing a large number of individuals of a defined group. Descriptive statistics are then used to develop standards. A common norming method is to use percentile ranks. This type of norm reflects the percentage of the group that can be expected to score below a given value. Percentile rank norms are commonly used to evaluate health status

iii) Teacher-Made ; Standardized based on nature and Scope Assessments

- In the broadest sense, assessments may be classified into two categories: teacher-made and standardized. Teacher-made assessments are constructed by an individual teacher or a group of teachers in order to measure the outcome of classroom instruction. Standardized assessments, on the other hand, are commercially prepared and have uniform procedures for administration and scoring. They are meant for gathering information on large groups of students in multiple settings (Karmel and Karmel, 1978).

**v) BASED ON NATURE OF INFORMATION GATHERED
(QUALITATIVE & QUANTITATIVE)**

- Research methods are split broadly into quantitative and qualitative methods.

a. Quantitative Research

- Quantitative research is perhaps the simpler to define and identify. The data produced are always numerical, and they are analysed using mathematical and statistical methods. If there are no numbers involved, then it's not quantitative research. Some phenomena obviously lend themselves to quantitative analysis because they are already available as numbers. Examples include changes in achievement at various stages of education, or the increase in number of senior managers holding management degrees. However, even phenomena that are not obviously numerical in nature can be examined using quantitative methods.

- **Sources of Quantitative Data**
- The most common sources of quantitative data include:
- **Surveys**, whether conducted online, by phone or in person. These rely on the same questions being asked in the same way to a large number of people;
- **Observations**, which may either involve counting the number of times that a particular phenomenon occurs, such as how often a particular word is used in interviews, or coding observational data to translate it into numbers; and
- **Secondary data**, such as company accounts.

Qualitative Research

- Qualitative research is any which does not involve numbers or numerical data. It often involves words or language, but may also use pictures or photographs and observations. Qualitative analysis results in rich data that gives an in-depth picture and it is particularly useful for exploring **how** and **why** things have happened. Sources of Qualitative Data
- Although qualitative data is much more general than quantitative, there are still a number of common techniques for gathering it. These include:
- **Interviews**, which may be structured, semi-structured or unstructured;

- **Focus groups**, which involve multiple participants discussing an issue;
- **'Postcards'**, or small-scale written questionnaires that ask, for example, three or four focused questions of participants but allow them space to write in their own words;
- **Secondary data**, including diaries, written accounts of past events, and company reports; and
- **Observations**, which may be on site, or under laboratory conditions, for example, where participants are asked to role-play a situation to show what they might do.
- Our pages on Interviews for Research, FocusGroups and Observational
- Research provide more information about these techniques.

References:

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf>
- <https://www.msdf.org/blog/2012/05/education-testing-assessment-of-learning-versus-assessment-for-learning>