



**B.ED. 2ND YR. COURSE-PSS-01
METHOD OF TEACHING ENGLISH---
EVALUATION TECHNIQUES
UNIT-3 BULLET-1
CONCEPT & TYPES OF EVALUATION**

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CONCEPT OF EVALUATION

The term educational evaluation is a **comprehensive** term which is, mistakenly used by some, synonymously with measurement. However, **measurement** is limited to obtaining numerical description of the degree to which an individual possesses a trait or characteristic. In fact, there exists a part-whole relationship between measurement and evaluation. **Test** is on other hand is a systematic procedure of measuring a sample of behavior. **Evaluation** is on the other hand, is a systematic process of collecting, analyzing and interpreting information or evidences to determine the extent to which instructional objectives are achieved. It involves both qualitative, quantitative description and value judgement..

CONCEPT OF EXAMINATION

Examination is only one phase of evaluation concerned with collection of information. Evaluation occupies a significant place in the teaching-learning process as it is an integral part of it and not an end of the course or end -of -the unit teaching activity. All evaluation activities must be objective -based or competency based to find the extent to which the instructional objectives are achieved.

EVALUATION AND ITS ROLE

The concept of evaluation as depicted in basic teaching model clearly shows its interaction with the content of Curriculum, teaching-learning strategies, besides curriculum objectives. Evaluation is a **quality control device** which continually goes on providing feedback on pupils' achievement and instructional effectiveness, and helps in adapting the means to the ends, i.e. intended outputs. In fact, it is the outcomes of the evaluation the value judgements that make way for taking relevant decisions about the relevance of instructional objectives set, prescribed curriculum content or syllabus and effectiveness of Curriculum transactions. It is based on evaluation that we can validate all the Curriculum components, indeed the whole teaching-learning process.

SIGNIFICANCE OF EVALUATION

The significance of evaluation lies not only in improving the measurement value of the instruments but also in improving the pedagogical level by providing Philosophical, psychological and social bases. The focus of evaluation is not only on good measurement of pupil's achievement but also an improvement of their achievement. This is possible only if the practicing teacher remains cognizant of the **pedagogical role of evaluation** and uses evaluation as an integral part of the teaching- learning process which will help them to improve instructions, student's learning and even the learning environment of the school in general.

DIFFERENT TYPES OF EVALUATIONS:

In view of wide and varied situations different types(models) of evaluation are used for different purposes. Aspect or object related model

Cognitive, affective and Psychomotor evaluation

Cognitive Evaluation: Here the evaluator is interested in testing of those instructional objectives which are listed under cognitive domain. For example, objectives like knowledge, comprehension, application, analysis, synthesis and evaluation given under Bloom's Taxonomy of educational objectives are commonly used and referred to as intellectual domain objectives.

DIFFERENT TYPES OF EVALUATIONS

Affective Evaluation: This refers to assessment of those objectives which relate to emotional, social and personal development. This includes all these objectives which relate to the development of habits, interest, attitudes, appreciation and values

Psychomotor Evaluation: Here the evaluator is concerned with assessment of objectives which demand student to do an activity or practical work which involves experiential skills such as observational, collecting, manipulative and experimental skills.

DIFFERENT TYPES OF EVALUATIONS:

Product or Process related model

Product, Process and Product-cum -process evaluation Such type of evaluation is applicable in the case of practical examinations in science subjects, performing arts, sculpture, painting, woodwork, typing etc.

Product Evaluation: The term is restricted to the evaluation of psychomotor effects or consequences, or the appraisal of skill performance that yields intended results. or product. Product of performance may include identification of a slide or a specimen, an improvised apparatus, a completed painting, an article of wood etc. For evaluation of a product of a performance there are three basic criteria, the quality of the finished product, quantity produced, and the speed or time taken to produce. Accordingly, quality scales, rating scales and the timing devices are used for the product being evaluated.

DIFFERENT TYPES OF EVALUATIONS:

Process Evaluation: Process evaluation involves various steps, procedures, processes of inquiry undertaken to develop the intended product. For example in order to produce a model of Solar system we might have to use various processes like studying the configuration of solar system, inquiring distances of various planet from the sun, developing a scale for constructing the model, selection of appropriate tools and instruments etc. Job application letter. Letter of enquiry or business letter, note making, newspaper report or debate writing can be taken in English as process evaluation.

Product-cum -process evaluation: Product and Process evaluation should indeed be treated as complementary. In certain cases, process is more important than the product of performance, and in other cases, product is important. For example, in Chemistry while identifying a salt in practical examination the procedural sequential steps taken to identify the salt are more important than final identification of the salt. On the contrary when a painting or model is to be evaluated it can be done without considering the various processes associated with the product.

DIFFERENT TYPES OF EVALUATIONS

However, in certain situations both product and process are significant from evaluation point of view. For example, in English **in order to develop Multiple choice items** by a pupil-teacher both product & process are equally important. In this process the item-writer in order to develop a good item, tries to frame the **item relevant to intended learning outcome**, in relation to particular content element, using proper stem of the item, plausible alternatives, and comprehensible language with single correct answer. Here all steps are taken care by the framer. Still when item is administered **it is found to have very low discrimination value which reflects about its quality**. Here both processes and product are equally important. Quality scales, Check list and Rating Scales are employed to appraise product-cum -process evaluation.

DIFFERENT TYPES OF EVALUATIONS

Macro, Micro, and Elemental Evaluation:

Macro or Comprehensive Evaluation: It is an attempt to interpret large scale sample varying vertically from one class to all classes in a school and horizontally covering assessment of all scholastic as well as Co-Scholastic aspects of developments and provides a megascopic view of students growth. Common example of such evaluation is the Public Examinations, Standardized Test, Internal Assessment programmes etc.

DIFFERENT TYPES OF EVALUATIONS

Micro Evaluation: It represents that process of collecting evidences and forming judgements which relate to a **very small sample** or content area. In this evaluation a major concept is selected and evaluated at all levels, **complexity is simplified** and only **one competency** is measured. For example, a concept say Osmosis in Biology can be taken for testing student's ability to recall, compare, interpret, extrapolate, analyze, hypothesize, predict and judge. In English a single chapter of the book can also serve the same purpose.

Elemental Evaluation: Here evaluation refers to **a single, specific and pre-determined attribute or element** of a text, programme, curriculum or a person. A project undertaken by the department of textbooks, of NCERT to evaluate the history textbooks of all states of India from the point of view of national integration is an example of evaluation undertaken in terms of only one element. Elemental evaluation differs from micro-evaluation in that it may yield microscopic or megascopic report depending upon the sample used.

DIFFERENT TYPES OF EVALUATIONS

Pupil, Curriculum and Programme Evaluation:

Pupil Evaluation: Pupil evaluation refers to assessment of pupil's growth or attainment resulting from instructional efforts or from self-learning. Evaluation of people may be external, internal or external -cum -internal. Techniques used can be written, oral or practical tests, observations, rating scales, interviews, etc. related to cognitive or non-cognitive development.

Curriculum Evaluation: Curriculum is a Comprehensive term used to include Curriculum objectives, content(syllabus), Methodology and outcomes. Curriculum involves appraisal of all these elements. Are the formulated objectives appropriate? Does the syllabus meet adequately the needs of the learners? Were Curriculum transactions effective to develop the intended competencies among students? etc.

DIFFERENT TYPES OF EVALUATIONS

Programme Evaluation: It refers to all those types of activities or steps undertaken to judge the effectiveness of a programme or a project. A programme say like that of a project on functional literacy, may be evaluated in terms of objectives as well as means adopted to achieve those objectives. Every programme is born or conceived in its own context. So therefore, a proper programme evaluation we must undertake context, input, process, product and outcome evaluation.

Goal oriented or purpose focused models:

Objective based, Goal free and Pay off Evaluation:

Objective based Evaluation: Objective based evaluation comes under the category of goal-attainment model. Its emphasis on the degree to which an instructional objective is achieved. The goals are framed in terms of measurable behavioral objectives.

DIFFERENT TYPES OF EVALUATIONS

Goal free Evaluation: This term was first used by Scriven (1971) as a sequel to the inadequate explanation of goal attainment model. This model takes cognizance of the outcomes accomplished and ignores the importance of instructional objectives. Significance of goal-free evaluation can be better appreciated by taking an example of most of our informal classroom evaluation which are mostly concerned with **instructional effects** and not with attainment of instructional objectives.

Pay of Evaluation: It is the outcome of judgmental model which involves intrinsic criteria called process and extrinsic criteria referred as product criteria judgements. For example, in a class-room intrinsic criterion may be coverage of objectives, contents, use of particular form of questions, no options etc. Extrinsic criteria may be the efficiency of the test as judged by student's performance when test is administered.

DIFFERENT TYPES OF EVALUATIONS

Summative, Formative and Diagnostic Evaluation: It was also conceptualized by Scriven(1967) on the methodology of evaluation.

Summative Evaluation: According to Bloom, Hastings & Madaus (1971) Summative evaluation is judgemental and its purpose is appraisal of end products irrespective of the teaching-learning process. Our public examination and Annual examinations are example of Summative evaluation. In a way it is status evaluation because its focus is on measurement of achievement, not on improvement of achievement. Its major function is grading, promotion or certification of achievement which takes place at the end of the studies. Judgements are generally norm referenced.

DIFFERENT TYPES OF EVALUATIONS

Formative Evaluation: Formative Evaluation is not judgmental but developmental in nature. Its focus is on improvement of instruction and learning. Major function of Formative evaluation is to get feedback about pupil's learning and weaknesses in order to improve student's achievement. It is an integral part of teaching. All types of classroom assessment which are not used for grading, promotion or certification constitute Formative Evaluation. These may take in the form of informal tests such as Unit tests, questioning in the class, home assignments, observation of students. In contrast to Summative evaluation where judgements are norm-referenced in formative evaluation judgements are Criterion referenced. Formative evaluation is thus a means of finding out what the students have mastered and what remains to be mastered, which provides the basis for improvement of student's achievement or learning.

DIFFERENT TYPES OF EVALUATIONS

Diagnostic Evaluation: Like an intensive Formative evaluation it aims at discovering such areas of pupil's weaknesses which hinder his progress. Reasons for this may be ineffective instruction, absence of requisite entry behavior etc. Diagnostic evaluation is mainly concerned with placement of students in learning episodes by determining the needed pre-requisite knowledge and skills, readiness, level of mastery, identification of hard spots and classification of students for remedial instruction. Proper timely diagnosis facilitates formative evaluation to which it complements and supplements by providing the needed evidence. We may conclude that diagnostic evaluation a reflection on learnability of pupils, formative evaluation provides clues to improve their learning while summative evaluation certifies their achievement.

Evidence based Evaluation models:

Rational, Experimental and Illuminative Evaluation:

Rational Evaluation: It is the most frequently used form of evaluation which is based on the intelligent and enlightened opinion of the evaluator. Logic, Reasoning, experience, preferred values are the basic attributes of this model.

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Experimental Evaluation: It is derived from experimental testing tradition in psychology and uses hypothetic-deductive methodology. It yields objective, numerical data that permit statistical analysis. By testing it involves control of variables in a pre-designed experiment. Data source is the evaluator himself. Judgements are usually norm-referenced.

Illuminative Evaluation: This research is drawn from Trow (1970) which takes care of wider context in which programme works. Description and interpretation rather than measurement and prediction are its concern. Face to face discussion with participants, subjective judgements, descriptive judgements and Consensus are significant features of this evaluation.

DIFFERENT TYPES OF EVALUATIONS

Formal, Informal and Non-Formal Evaluation:

Formal Evaluation: It is also called conventional, rigid, official/ceremonial. It presupposes planned, highly structured process, set rules to be observed regarding frequency and timing, mode of conduct i.e. data collecting, judgement making and taking decisions. All steps like the place of conduct of evaluation, the tools, data collection, interpretation, methodology of judgement making etc. are conventionalized. Focus of such evaluation is on grading, classification and certification of achievement. Standardized Test, Public Examination, Annual Tests are all included in category of Formal Evaluation.

Informal Evaluation: It is unstructured, unplanned, incidental and unintended evaluation which is neither deliberate nor objective based. Focus is on either choosing among the alternatives or on the reflective judgement of the observer. An unannounced test, occasional questions in the class teaching rectifying students' mistakes in composition, home task, observing practical work in laboratory etc. are all examples of informal evaluation.

DIFFERENT TYPES OF EVALUATIONS

Non-Formal Evaluation: As non-formal education has a flexible frame of purpose, curricula, processes, instruction and evaluation so a Non-formal Evaluation is neither structured nor institutionalized like formal evaluation. It is planned according to need and progress of the groups without any pre-determined spacing of tests. This mode of evaluation is better applicable to groups like adult education, correspondence courses, remedial classes etc. where individuals are educated by the method other than formalized schooling. Non-formal education is thus unconventional, flexible, need based and unceremonious in its purpose, scope and methodology of judgement making.

Norm-referenced, Criterion-referenced and self-referenced evaluation: Depending upon the referent used for interpretation of scores three types of evaluation are classified.

DIFFERENT TYPES OF EVALUATIONS

Norm referenced evaluation: It is an attempt to interpret performance in terms of a norm, group that serves as a referent. The purpose is to see how far an individual differs from the group performance to which he belongs. All our public examination and standardized tests are norm -referenced as the results are interpreted and judgements are formed in terms of class. For example, Ruby got more marks than 80% of students of her class. In this the judgement relate to class norm or average.

Criterion-referenced evaluation: In contrast to norm -referenced, in this evaluation the individual performance is referenced to a predetermined criteria which is well -defined, specified and acceptable in terms of instructional learning outcome intended level of proficiency or desired standard of outcome. Here results are interpreted in terms of clearly defined learning outcome which serve as a referent(criteria).

Self-referenced Evaluation: Here the referent is neither norm(group) nor the criterion (expected performance) but the individual himself. It is the comparison of individual's own performance at two different times. In norm -referenced his progress is judged by his rank in group, deviation of his scores from the means of class performance. In Criterion referenced he may be judged in terms of his comparative performance (now and then) on instructional outcomes or level of proficiency in specified tasks.

DIFFERENT TYPES OF EVALUATIONS

Qualitative, Quantitative and Responsive Evaluation: This classification is based on the mode of reporting the evidences collected.

Quantitative Evaluation: It refers to the assignment of numerals to an attribute or an object of measurement according to certain rules. Quantitative evaluation is therefore, the traditional model of evaluation for collecting evidences through various tests which yield numerical data that form the basis of forming judgements and taking decisions about pupils' performance and instructional effectiveness. All types of test like Unit Tests, Term Tests, Diagnostic Tests, Selection Tests yield numerical data which are amenable to statistical manipulation and calculations.

Qualitative Evaluation: In this called mode of appraisal the mode of achievement uses qualitative measurement called non-measurement. The attributes like Civic sense, cooperativeness, patriotism intellect, honesty is visualized only in terms of the degree of achievement or growth on a continuum qualitatively. Observation, Check list, rating scales, Interview Schedule are used for data collection. It cannot be compared with other students since self-referenced judgements has to be made. For judgement, data are compared to the criterion, therefore in a way, it is criterion referenced.

DIFFERENT TYPES OF EVALUATIONS

Responsive Evaluation Responsive Evaluation is a new approach of co-operative enterprise in evaluating the activities of a programme through continuous discussion with the programme personnel. The evaluator consults parents, teacher, students and other programme staff to identify issues or potential problems which become basis for discussion, gathering data, making observations etc. Reporting gives holistic impression, indicating possible success or failure of the programme.

Thank You.