

## **B.Ed – II**

### **COURSE-IX (1.2.9) ASSESSMENT FOR LEARNING**

#### **CONCEPT OF TEST, MEASUREMENT, ASSESSMENT AND EVALUATION**

**TEST-** A test consists of a standard set of questions to be answered or task to be performed. The test result is a measure of the characteristic or the trait to be measured. Devices such as Rating scale, interview or checklist are not tests although they yield quantitative results. These devices do not have questions to which the student is to answer. A test is of course one of a number of possible devices. Because of its practical utility it is commonly used.

**MEASUREMENT-** The process of measurement as it implies involves carrying out actual measurement in order to assign a quantitative meaning to a quality i.e. what is the length of the book? Determining this must be physically done. Measurement is therefore a process of assigning numerals to objects, quantities or events in order to give quantitative meaning to such qualities. Measurement refers to the process by which the attributes or dimensions of some object or phenomena are quantified. That means we assign marks, we assign scores to a particular attribute of any objects. e.g. length of a particular book.

Length is the particular attribute of that object. Suppose the length of that particular book is 15cm. we measured the attribute of that particular book and expressed it in terms of quantity i.e 15cm lengthy. So here 15 is the quantity and cm is known as the unit of measurement. So measurement means quantifying the characteristics, quantifying the attributes, quantifying the quality of any object in terms of quantity as well as in terms of unit of measurement.

**ASSESSMENT-**Assessment in any educational system ascertains the extent to which educational learning outcomes are achieved and also the extent to which students have mastered the subject matter. Educators, through assessment can determine whether students are developing desired competencies and values, or whether the curriculum provides the vital knowledge and skills of the discipline, and whether students can integrate learning from individual courses into a complete educational experience that prepares them for future careers. Assessment is about assessing learner's progress, providing them with feedback and deciding on the next step in the teaching and learning process. How much interest has been shown by the students in learning

particular concepts? What was the participation level of that particular student in the classroom? How much he has participated in teaching learning process? What was his pace of learning? What are Students learning habits, learning style, classroom participation etc all this aspect are taken into consideration in the process of assessment.

In higher institutions of learning, assessment of student learning is a fundamental phenomenon and it is also a continuous process geared towards promoting and understanding students' learning outcomes. Van den Akker (2003) described assessment as essential component of the curriculum practice. According to him, assessment is a process for obtaining information about curriculum operation in order to make decisions about student learning, curriculum and programmes and on education policy matters. Knight (2006) defined assessment as the formation of judgements on the quality of students' achievement. Carless, Joughin, & Mok, (2006); Gibbs & Simpson (2004) perceived assessment as a mechanism to inform students about their learning performance and how they can improve on their learning outcomes. Assessment is a means by which teachers can keep the parents informed of the progress made by their children. What teachers shall do next after teaching his /her lesson is determined largely by the assessment results gathered after conducting the lesson.

**EVALUATION-** evaluation is an act or process that assigns 'value' to a measure, evaluation means to find the value of or to judge the worth of' when we are evaluating, we are making a judgement as to the suitability, desirability or value of a thing. As such evaluation is qualitative. Evaluation refers to the value judgment made about the phenomenon, taking into considerations the quantitative and qualitative information collected on it over a particular period of time.

When we administer tests we get some measures. These quantitative measures are to be evaluated. Suppose in a test of Mathematics, Ram has got a score of 60. This is a case of measurement. Through the test we measure Ram's achievement to be 60%. But then we say that Ram's performance in Mathematics is satisfactory or better or when we say that Ram's score is above 84% of students of his class, we are evaluating Ram's achievement Mathematics.

Evaluation means subjective judgment or appraisal or assessment. Measurement refers to the quantitative aspect where as evaluation refers to both quantitative and qualitative aspects. To be more clear, let's take following examples.

e.g.1. when we measure the length, breadth and height of a table and report them to be 5', 4' and 3' it is a case of measurement. But after measurement when we judge whether it is suitable for a given purpose, whether its finishing is good and it looks attractive, whether it is durable etc, we evaluate it.

Eg.2. Gopal's score in a test of Mathematics is 60.(Measurement). What is meant by this score? 60 out of what? How well is Gopal's performance? What is his relative position? Such questions are answered by evaluation. So, in case of evaluation, we assign a value judgement to measurement. Measurement answers 'how much' where as evaluation answers 'how good' or 'how well'. Evaluation attaches meaning or value judgement to measurement.

## **NATURE AND PURPOSE OF EVALUATION**

**Nature of evaluation-** Evaluation is the systematic process of judging the worth, desirability, effectiveness, or adequacy of something according to definite criteria and purposes. The judgement is based upon a careful comparison of observation data with criteria standards. Evaluation is a continuous process of inquiry concerned with the study, appraisal, and improvement of all aspects of the education program. Evaluation is an important part of the teaching learning process. Whatever the learner learn, it should be evaluated daily. Evaluation is also related to learning experiences of the learner. In this process, we don't evaluate only the curricular activities but his co curricular activities are also evaluated. Observation plays an important role in the process of evaluation. Along with intellectual development, it deals with physical, mental, social, emotional and all round development of learners.

### **Purpose of evaluation-**

According to Oguniyi (1984)- educational evaluation is carried out from time to time for the following purposes: (I) to determine the relative effectiveness of the programme in terms of students' behavioral output (ii) to make reliable decisions about educational planning; (iii) to ascertain the worth of time, energy and resources invested in a programme (iv) to identify students growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values; (v) to help teachers determine the effectiveness of their teaching techniques and learning

materials. Evaluation can promote the accountability of the teachers. The children results can tell whether the poor performance of the students is due to poor teaching, defective methodology or due to the absenteeism of teachers or callousness in teaching. Thus evaluation can work as an important instrument for improvement in teaching. (vi) to help motivate students to want to learn more as they discover their progress or lack of progress in given tasks (vii) to encourage students to develop a sense of discipline and systematic study habits (viii) to provide educational administrators with adequate information about teachers' effectiveness and school needs (ix) to acquaint parents or guardians with their children's performances (x) to identify problems that might hinder or prevent the achievement of set goals (xi) evaluation also gives information regarding the effectiveness of the course content. There may be certain curricular areas which may prove to be difficult for the students as their maturity level is not developed enough to cope up with them. This fact can be identified through evaluation and it's feedback and through feedback curriculum can be modified according to the needs of the child. (xii) to provide an objective basis for determining the promotion of students from one class to another as well as the award of certificates.