

B.Ed- II

Course- IX (1.2.9) ASSESSMENT FOR LEARNING

DISTINGUISH AMONG MEASUREMENT, ASSESSMENT AND EVALUATION

MEASUREMENT-

- i. It refers to a precise and quantitative value. It does not express any clear assumption about a student.
- ii. In measurement we assign symbols to quantify the data.
- iii. It simply determines the magnitude of a variate.
- iv. The scope of measurement is limited, only some dimensions of personality can be tested under measurement.
- v. It is objective and it is scientific in nature.
- vi. The purpose of measurement is to gather evidences.
- vii. It involves quantitative descriptions. (as A's score is 80 or Table is 4' long and 3' wide)
- viii. Through educational tests the ability of an individual is measured.
- ix. Measurement is narrower. It is a tool used in evaluation. It provides data for evaluation.
- x. Measurement may not be an essential part of education.

EVALUATION-

- i. It means a subjective judgement. Clear assumption about a student can be formed on the basis of evaluation.
- ii. In evaluation we assign symbols or statements to characterize the worth or value with respect to some accepted standards.
- iii. It not only determines the magnitude, but adds meaning to such measurements. As such evaluation is a more comprehensive concept of measurement.
- iv. The scope of evaluation is wide, in it; the entire personality of the student is tested. It is product oriented: whats been learnt.
- v. It may involve subjective judgements.

- vi. Evaluation is to deduce inferences from evidences, that is, its work is appraisalment of evidences.
- vii. It is philosophical in nature.
- viii. It involves values and purposes. (as A is above 90% of students of his group or the table is too long to pass through this door)
- ix. Through Evaluation the scores are interpreted.
- x. Evaluation includes quantitative description and value judgement about the trait in question.
- xi. Evaluation is broader aspect and it gets data from measurement
- xii. Evaluation is the integrated and essential part of education.

ASSESSMENT-

- i. Assessment is a process of collecting, reviewing and using data for the purpose of improvement in the current performance.
- ii. It is diagnostic in nature. It identifies areas for improvement.
- iii. It provides feedback on performance and areas of improvement.
- iv. Its purpose is formative.
- v. It is process oriented: how learning is going.
- vi. All tests are assessments, but not all assessments are tests. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing.
- vii. Assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained.
- viii. Assessment check whether your goals meet the instructional needs. The most important kind of assessment are Formative and summative assessment. Formative assessment takes place during the beginning of your instruction. It gives the creator feedback of the strengths and weaknesses of your instruction, so you know where to improve more. Summative assessment takes place when the instruction is implemented. Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached.