

Sponsored Teachers' Training College, Purulia
Semester –III, Course-1.2.9 (1st Half), Unit-I
Study Material
Concept of Evaluation and Assessment

Concept of Evaluation

The concept of evaluation in modern education is larger and more comprehensive than traditional examination system, measurements, tests etc. the real work of evaluation is to develop self-development of students in various aspects through dynamic teaching and learning process. In that sense, the purpose of modern education is versatile. The concept of evaluation has now undergone a radical change in view of its versatile nature. Evaluation is not limited to subjective knowledge but aims to develop all aspects of the students' physical, intellectual, emotional, social, spiritual and moral nature.

Benjamin Bloom Stated that Evaluation is a triangular process and established the relationship among with the three major dimensions namely Educational Objectives, Learning experiences and Evaluation Technique.



Some Useful Definitions of Evaluation –

- According to the publication of '**Concept of Evaluation in Education**' by **NCERT (1963)**
- Evaluation Is the process of determining-
 - (i) The extent to which an objective is being attained.
 - (ii) The effectiveness of learning experiences provided in the classroom.
 - (iii) How well the goals of education have been accomplished.
- According to the Psychologist **Gronlund and Linn** - Evaluation is the systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives.

- According to **Goods** – Evaluation is a process of ascertaining or judging the value or amount of something by careful appraisal.
- According to the **Mudaliar Commission (1952-53)** - evaluation measures student's attitude, interest, thinking, health and work habits and social adaptability in extra-curricular aspects along with determining moral aptitude.
- According to the Psychologist **Wesley** - 'Evaluation is a total and final estimate.'

Triangle of Evaluation

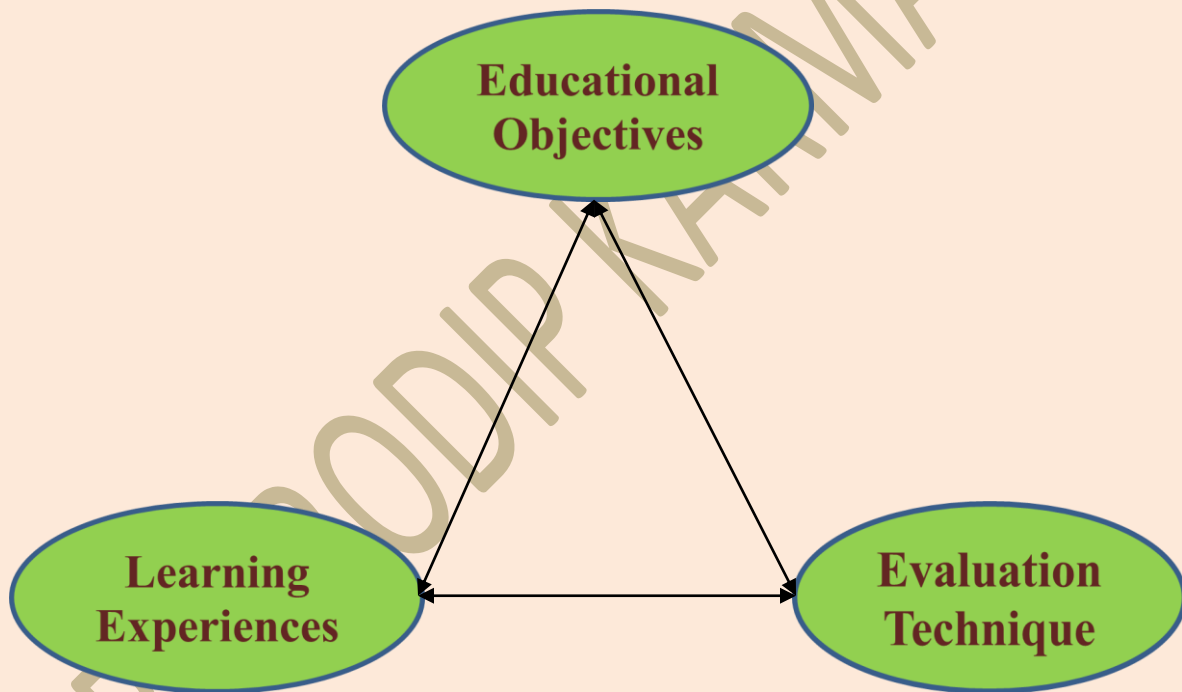


Figure – 1: Triangle of Evaluation

Presently a very prominent Psychologist **Gronland** added another new dimension to **Bloom's** three-dimensional concept of evaluation and explained evaluation through a four-dimensional concept, which is shown below –

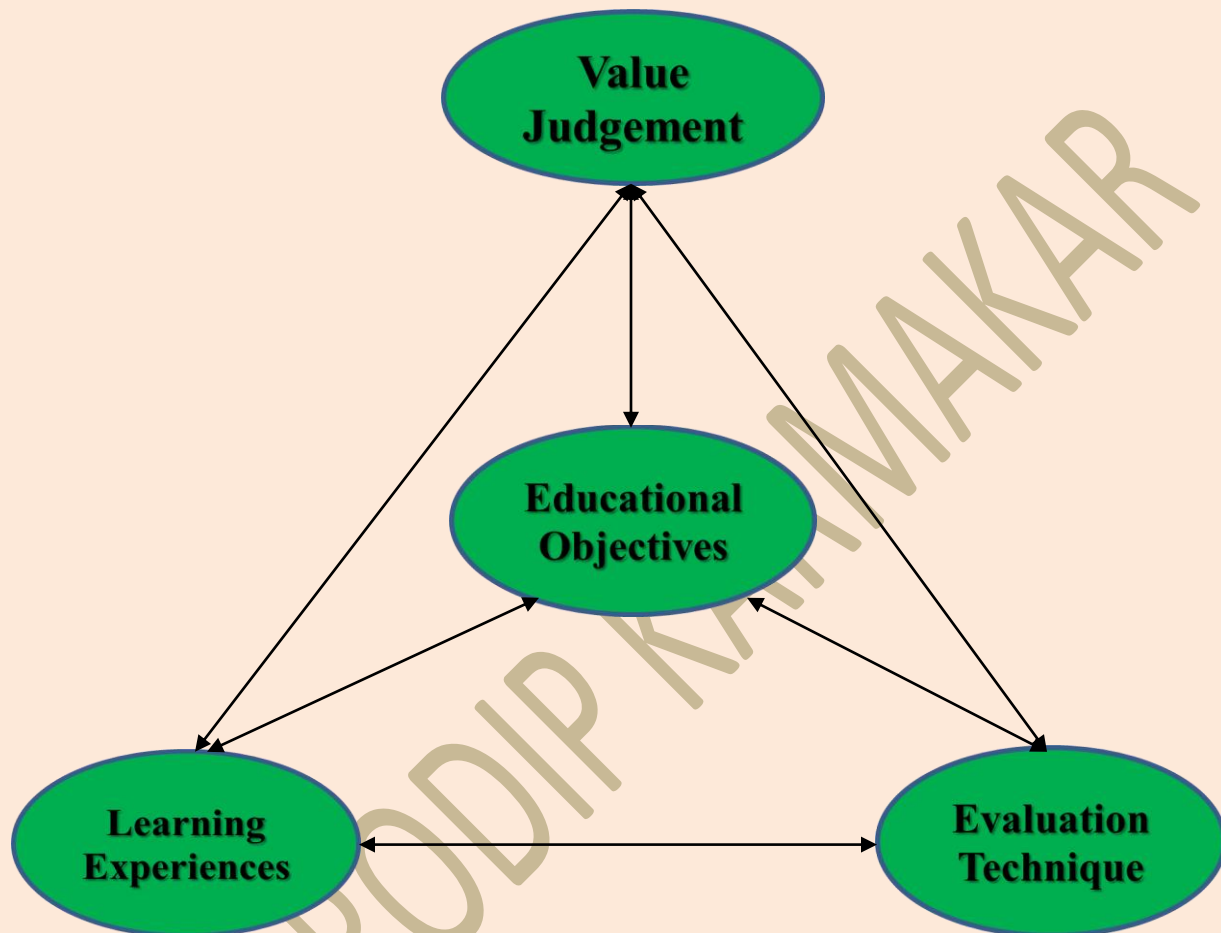


Figure – 2: Four-dimensional concept of Evaluation

Based on these two figures it can be said that the concept of evaluation not a single process in particular; it is complicated and continuous process. It is a psychological process and facilitates to shape the future life of the student.

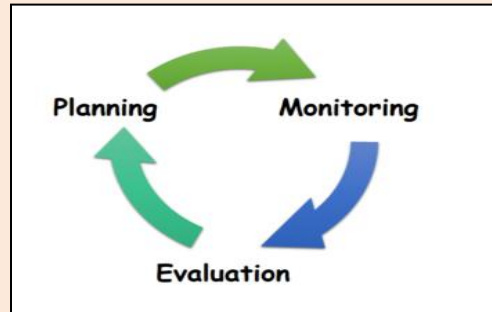
So, on the basis of analyzing the concept of evaluation from the educational aspect, it can be seen that, the evaluation system is closely connected with the entire learning process.

Evaluation is the best process to shape the entire education system systematically and also it's necessary for all levels of education to implement the nature of educational institutions, effectiveness of teaching, curriculum and students' learning process to take the effective final or ultimate decision. For this reason the concept of evaluation is very large.

With an effective evaluation process we can determine the attitude and behavioral outcome of the learners; the development of quality education system. So, among any other used techniques the validity and reliability of evaluation techniques is very high.

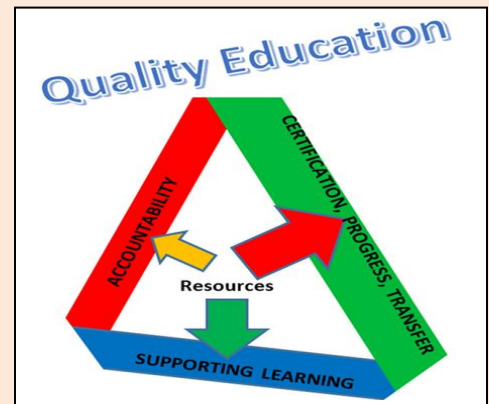
Nature of Evaluation

- It is a Systematic process.
- It is a continuous process.
- It is a Triangular process.
- It is a Goal oriented process.
- It is a process of determining value judgement.
- It is a process of quantitative and qualitative measurement.
- It is a remedial process.
- It is complicated process.
- It is supportive process.
- It is a process of determining the effectiveness of learning outcomes.

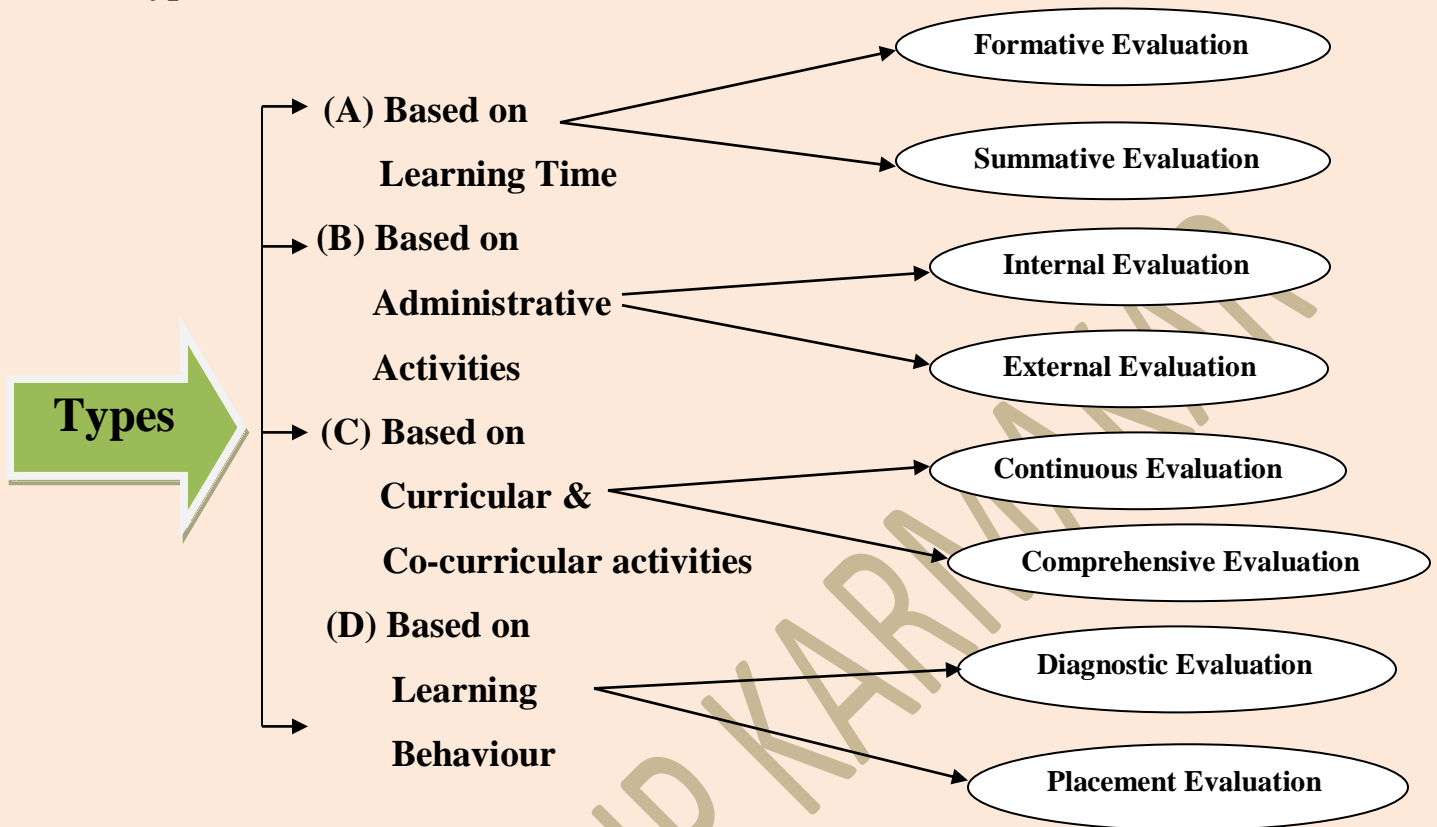


Purpose of Evaluation

- To determine the effective teaching strategies.
- To determine the principle of curriculum organization and reform.
- To determine the specific learning objectives of learners.
- To measure students progress.
- To determine the diagnosis, strength and weakness, rate of success and failure of learners.
- To change and reform of traditional examination system.
- To provide effective educational planning and guidance.
- To provide remedial teaching.
- To judge the suitability of educational institution.
- To provide grading and rating for class promotion based on outcomes of learning objectives.
- To measure the quantity and quality of education system.
- To provide future predictions of learner.



Types of Evaluation –



1. Formative Evaluation –

Formative evaluation is a process of gathering and analyzing feedback during the development or implementation of a program, project, or product. It identifies to the students' strengths, weaknesses and areas for improvement during the running of course or programme, with the aim of making adjustments to improve the quality and effectiveness of the programme or course.

Examples - Class test, Unit test, Assignments, Questioning, Quiz, Debate etc.

➤ Purpose of Formative Evaluation

- I. **Provide feedback:** Formative evaluation is focused on providing feedback to program stakeholders, including program developers, teachers, and students, in order to inform ongoing program development and improvement.
- II. **Identify problems:** Formative evaluation is used to identify problems and areas for improvement in program design, implementation, and delivery, so that they can be addressed in a timely and effective manner.

III. Regular monitoring the progress: Formative evaluation is used to monitor program progress in regularly and outcomes throughout the development and implementation process, in order to ensure that the program is on track to meet its intended goals.

IV. Improve program or course design: Formative evaluation is used to improve program design by identifying strengths and weaknesses in program components, such as program content, delivery, and staffing.

V. Enhance program implementation: Formative evaluation is used to enhance program implementation by identifying areas where program staff may need additional training or support, or where program delivery may need to be modified.

VI. Optimize program outcomes: Formative evaluation is used to optimize program outcomes by identifying strategies for improving program usefulness, such as by modifying program components or delivery methods.

2. Summative Evaluation –

Summative evaluation is a type of evaluation that occurs at the end of a learning period or programme. It assesses students' learning and whether they have met the established learning goals. It evaluates the effectiveness of a learning programme or to provide a final grade for a student's performance.

Examples – annual examination, semester examination

➤ **Purpose of Summative Evaluation**

I. Overall achievement: The purpose of summative evaluation is to measure the overall achievement of a student or a group of students at the end of a course or programme.

II. Provides valuable information: It provides valuable information to teachers, schools, and educational institutions about the success of their teaching methods and curriculum design at the end of the courses or programme.

III. Provide final gradation and certificate: Summative evaluations offer a way for students to receive a final grade card and certification which is important for school, college and university admission and future job opportunities.

IV. Check Students Overall performance: It helps in finding out how well a student has performed over time and at a variety of tasks.

3. Internal Evaluation –

Internal evaluation is a process of quality review or evaluate undertaken within an institution for its own ends. Here the teachers directly involved to assess the learners internally within an institution in a stipulated time.

Examples – Half yearly exam, Class test, Unit test, Criterion Reference test, Teacher made test, Home examination achievement test etc.

➤ Objectives of Internal evaluation –

- I. To provide a systematic framework for assessing programme performance, financial & logistics management, recording and reporting, and quality of care received by patients.
- II. To give recommendations for improving the quality of programme implementation and performance with a realistic action plan and timeline.
- III. To monitor efforts to improve and maintain programme quality and performance over time.

4. External Evaluation –

External Evaluation is a comprehensive process that aims to assess and improve the quality and effectiveness of educational institutions. This is typically done by an external expert that is not directly connected to the institution being evaluated.

Examples – Board exam like Secondary and Higher Secondary exam, Entrance exam, Talent search exam etc.

➤ Objectives of External Evaluation –

- I. To provide an unbiased perspective on student achievement and school performance.
- II. To measure student performance against a common standard.
- III. To ensure that educational institutions meet certain standards.
- IV. To provide effective learning experiences, and deliver high-quality education to students.
- V. To analysis and assessment of experience with a view to further education and the recording of information.

5. Continuous Evaluation –

The term ‘continuous’ refers to regularity in assessment. The term ‘continuous’ includes ‘Continual’ and ‘Periodicity’ aspects of evaluation. The development of a student is a continuous process. Therefore, students’ development should be assessed continuously in every day. Evaluation has to be completely integrated with the teaching and learning process.

6. Comprehensive Evaluation –

Comprehensive evaluation measures student overall development in scholastic and co-scholastic areas of curriculum. It includes cognitive skills and knowledge acquisition, attitudes and character development, social skills, physical traits and co-scholastic activities such as music, computer skills, and fine arts. It is a process of evaluating the child's development in all the school-related activities.

7. Diagnostic Evaluation –

A diagnostic evaluation assesses various areas of development to gain a “full picture” of a child's development and learning style. The information gathered in the diagnostic evaluation can also help determine services that might be beneficial to support the child's development, such as speech therapy or applied behavior analysis (ABA) therapy. diagnostic evaluation in education means to diagnose or discover the students' difficulties while learning and assess the problem accurately.

➤ Purpose of Diagnostic Evaluation in education

- I. **To identify students who need additional support:** Diagnostic evaluation in education can be used to identify students who are struggling in a particular academic area. Once these students have been identified, the teacher can provide them with the additional support they need to succeed. This type of evaluation system helps in enhancing the performance of students and getting them ready for different difficulties.
- II. **To inform instruction:** Diagnostic evaluation in education can be used to inform the teacher's instruction. For example, if the results of a diagnostic evaluation show that a majority of the students are struggling with a particular concept, the teacher can spend more time teaching that concept. This helps in identifying the topics which students find hard to grasp.
- III. **To track student progress:** Diagnostic evaluation in education can be used to track student progress over time. For example, a teacher might give the same diagnostic maths test to their students at the beginning and end of the year to see how much they have improved.

8. Placement Evaluation –

Placement evaluation may be used to place students according to prior achievement or level of knowledge, or personal characteristics, at the most appropriate point in an instructional sequence, in a unique instructional strategy, or with a suitable teacher conducted through placement testing.

➤ Purpose of Diagnostic Evaluation in education

- I. To measure the entry behavior or previous knowledge of learners.
- II. To know whether the learner is able to acquire the new learning experience, that related to the previous knowledge.

III. To provide a basis for checking the adequacy of students' own progress in a particular subject, as well as their study habits, interests, home influence etc. which influence their performance.

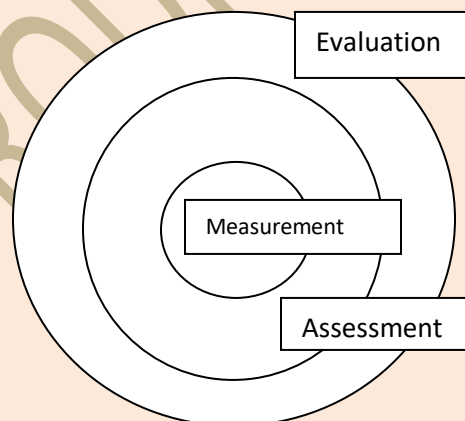
IV. To evaluate a person's knowledge of a subject.

➤ **Distinguish between formative and summative Evaluation**

Formative evaluation	Summative evaluation
<ol style="list-style-type: none"> 1. Its focus is on improvement of pupil's achievement. 2. It refers to continuous evaluation by means of unit tests, assignments etc. 3. It is an integral part of teaching- learning process. 4. It provides continuous feedback to both pupil and teacher. 5. It is done during the course of instruction. 6. Its purpose is to diagnose the strength and weaknesses of the pupils. 7. It gives relevant information which helps to improve classroom instructions. 	<ol style="list-style-type: none"> 1) Its focus is on measurement of pupil's achievement. 2) It refers to term tests, annual tests and external examinations. 3) It is treated as an end of the course activity. 4) It does not provide feedback continuously. 5) It is done at the end of academic session. 6) The purpose is classification and promotion of students. 7) It provides the overall results of the teaching-learning process.

➤ **Interrelation between Measurement, Assessment and Evaluation:**

Evaluation = Measurement + Assessment



➤ **Measurement**

- It refers to the process by which the attributes or dimensions of some physical object are determined. One exception seems to be in the use of the word measure in determining the IQ of a person.
- Its aim is to assign value in terms of numerical.
- Its nature is totally quantitative basis.

- It is dependable process on measurement and evaluation to each other.

➤ **Assessment**

- It is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing.
- A test or assessment yields information relative to an objective or goal. It judges or assess the teaching and learning process.
- Its aim is to take or judge decision related to learning outcomes.
- Its nature is descriptive basis.
- It is facilitator process on assessment and evaluation to each other.

➤ **Evaluation**

- It is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation.
- Its aim is to develop the total teaching-learning process.
- Its nature is totally qualitative as well as quantitative basis.
- It is the process of built on assessment and measurement.