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Semester 2 Course Content

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Chapter Two: Evaluation

Lesson One: What is Evaluation

To begin the chapter, we first need to understand what evaluation means. There are many definitions of evaluation depending on the context and discipline, but most have a common thread.

- ✓ A common definition is: *“The process of determining to what extent the educational objectives are actually being realized.”* (Tyler, 1950, p. 69)
- ✓ Another accepted definition is: *“Evaluation is the process of determining merit, worth, or significance; an evaluation is a product of that process.”* (Scriven, 1991, p. 53)
- ✓ However, Cronbach and associates (1980) clearly rejected the judgmental nature of evaluation advocating an approach that recognises the evaluator as: *“an educator whose success is to be judged by what others learn”* (p. 11)
- ✓ *“Evaluation is an analytical process that is intrinsic to good teaching.”* (Ramsden, 2003, p. 209).
- ✓ The systematic and scientific process determining the extent to which an action or set of actions were successful in the achievement of pre-determined objectives.

One rather complete definition of evaluation could be:

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, design, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed.

➤ Dictionaries' Definition of “Evaluation”

- **Cambridge Dictionary**
- ❖ **n.** The process of judging or calculating the quality, importance, amount, or value of something
- ❖ **n.** the process of judging something's quality, importance, or value, or a report that includes this information
- **Merriam Webster Dictionary**
- ❖ **n.** determination of the value, nature, character, or quality of something or someone
- ❖ **n.** the act or result of judging the condition or value of
- **Oxford Dictionary**
- ❖ **n.** act of ascertaining or fixing the value or worth of
- ❖ **n.** the act of forming an opinion of the amount, value or quality of something after thinking about it carefully

➤ Origin and Etymology

From Middle French “évaluation”.

From French évaluation, noun of action from évaluer "to find the value of," from é-"out" + valuer, from Latin valere "be strong, be well; be of value, be worth".

At the heart of the noun evaluation is the root word value, which means "worth." So, an evaluation is an examination to find the worth of something. We might get an appraisal of our property, which is an evaluation to determine its worth in preparation for taking out a mortgage.

➤ Measurement, Assessment, and Evaluation. What is the Difference?

Many students, who take the course in "educational testing and evaluation" or a course with a similar title as part of their academic preparation, often confuse ideas about fundamental differences in terms such as measurement, assessment and evaluation as they are used in education. Yet, it seems that understanding the differences between measurement, assessment,

and evaluation is fundamental to the knowledge base of both professional teachers and students. Such understanding should be a core component of the curricula implemented in universities and required in the education of future teachers.

Measurement, assessment, and evaluation mean very different things. So, in keeping with the straightforward and meaningful way to explaining things, here are useful descriptions of these three fundamental terms.

➤ But before that, it is vital always keep in mind that:

1. We measure distance
2. We assess learning
3. We evaluate results in terms of some set of criteria.

➤ **Measurement:** 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. The phrase, "this test measures IQ" is commonly used. However, when we measure, we generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments refer to physical devices such as rulers, scales, thermometers, pressure gauges, etc. We measure to obtain information about what is. Such information may or may not be useful, depending on the accuracy of the instruments we use, and our skill at using them. We measure how big a classroom is in terms of square feet, we measure the temperature of the room by using a thermometer, and we use an Ohm meter to determine the voltage, amperage, and resistance in a circuit. In all of these examples, we are not assessing anything; we are simply collecting information relative to some established rule or standard. An important point in the definition is that the person be skilled in the use of the device or scale. For example, a person who has in his or her possession a working Ohm meter, but does not know how to use it properly, could apply it to an electrical circuit but the obtained results would mean little or nothing in terms of useful information.

➤ **Assessment:** 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 is a special form of assessment. Tests are assessments made under mandatory circumstances especially so that they may be administered. In other words, 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.

➤ **Evaluation:** is the most complex of the terms. Core 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. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will produce information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made.

Lesson Two: The Importance of Evaluation in Education

In every walk of life, the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process.

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness.

It serves as an in-built monitor within the program to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the program. Thus, evaluation plays a significant role in any educational program.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise.

It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made.

In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education system.

Evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. Students learn better when they are conscious of how their efforts are to be judged and evaluated. Evaluation also plays a central role in deciding what teachers teach and how they teach.

Evaluation in education has a great importance in the teaching-learning process; below are the common purposes which lay ground to its importance.

- a) **Diagnostic:** Evaluation is a continuous and comprehensive process. It helps the teacher in finding out the problems of his students and solving them.
- b) **Remedial:** By remedial work we mean, the proper solution after identifying the problems a teacher can give proper solution for a desirable change in learners' behaviour and to develop their personality.
- c) **To clarify the objectives of education:** Another importance of evaluation is to clarify the objectives of education. The objective of education is to change in learner's behaviour. By evaluation, a teacher can prove of change to learner's behaviour.
- d) **It provides guidance:** if a teacher has the proper knowledge and about his learners only than he can guide them. Guidance can't occur only after accurate evaluation which involves all dimensions, abilities, aptitude, interest, and intelligence.
- e) **Helpful in classification:** Evaluation is a source by which a teacher knows the various levels of his students as intelligence, ability, and interest. On this basis he can classify his students and provide them guidance.
- f) **Helpful in improvement of teaching and learning process:** A teacher will be able to know the level of his teaching and can improve it. Thus, it is helpful in the improvement of the teaching and learning process.
- g) **Helpful in determining the efficacy of the teaching learning process:** it determines whether the learning and teaching processes are proceeding as envisioned, seem to be stagnant, or are in need of change and improvement. So, the performance of students, teachers, staff and personnel, and the highest ranks of administration undergo periodic evaluations and inspections, in a kind of a soul-searching way. The results of the evaluation influence actions and plans, including projections for future programs. The

methods of evaluation usually affect the successful or unsuccessful operations of educational institutions.

- h) **Helpful in improving program design and implementation:** It is important for a teacher to periodically assess and adapt his activities to ensure they are as effective as they can be. Evaluation can help a teacher identify areas for improvement and ultimately help him realize his goals more efficiently.
- i) **Helpful in demonstrating program impact:** Evaluation enables a teacher to demonstrate his program's success or progress. The information he collects allows him to better communicate his program's impact to others, which is critical for the educational system and public relations.

Lesson Three: Types of Evaluation

Evaluation can be classified into different categories in many ways. Some important classifications are as follows:

According to functions	According to approaches	According to interpretation
a) Placement b) Formative c) Diagnostic d) Summative	e) Formative f) Summative	a) Criterion-referenced b) Norm-referenced

- a) **Placement Evaluation:** Placement evaluation is designed to place the right person in the right place (orientation). It ensures the entry performance of the pupil. The future success of the instructional process depends on the success of placement evaluation. Past learning experiences, lead to the further placement in a better position or admission. This type of evaluation is helpful for admission of pupils into a new course of instruction.
- b) **Formative Evaluation:** Formative evaluation is used to monitor the learning progress of students during the period of instruction. Its main objective is to provide continuous feedback to both teacher and student concerning learning successes and failures while instruction is in process.

Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction. Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work.

Formative evaluation helps a teacher to ascertain the pupil-progress from time to time. At the end of a topic or unit or segment or a chapter the teacher can evaluate the learning outcomes basing on which he can modify his methods, techniques and devices of teaching to provide better learning experiences.

The teacher can even modify the instructional objectives, if necessary. In other words, formative evaluation provides feedback to the teacher. The teacher can know which aspects of the learning task were mastered and which aspects were poorly or not at all mastered by students. Formative evaluation helps the teacher to assess the relevance and appropriateness of the learning experiences provided and to assess instantly how far the goals are being fulfilled. Thus, it aims at improvement of instruction.

Formative evaluation also provides feedback to students. The student knows his learning progress from time to time. Thus, formative evaluation motivates the pupils for better learning.

Formative evaluation has to take place in every possible situation or activity and throughout the instructional period in the form of monthly tests, class tests, periodical assessment or just teacher's observation.

- c) **Diagnostic Evaluation:** It is concerned with identifying the learning difficulties or weakness of pupils during instruction. It tries to locate or discover the specific area of weakness of a pupil in a given course of instruction and also tries to provide remedial measure.

Formative evaluation provides first-aid treatment for simple learning problems whereas diagnostic evaluation searches for the underlying causes of those problems that do not respond to first-aid treatment.

When the teacher finds that in spite of the use of various alternative methods, techniques and corrective prescriptions the student still faces learning difficulties, he resorts to a detailed diagnosis through specifically designed tests called "diagnostic tests".

d) **Summative Evaluation:** Summative evaluation is done at the end of a course of instruction to know to what extent the objectives previously fixed have been accomplished. In other words, it is the evaluation of students' achievement at the end of the instructional period.

The main objective of the summative evaluation is to assign grades to the pupils. It indicates the degree to which the students have mastered the course content. It helps to judge the pertinence of instructional objectives. Summative evaluation is generally the work of standardised tests.

The traditional examinations are generally summative evaluation tools. Tests for formative evaluation are given at regular and frequent intervals during a course; whereas tests for summative evaluation are given at the end of a course or at the end of a fairly long period (a term/semester/year).

e) **Criterion-Referenced Evaluation:** it is concerned with the performance of the individual in terms of what he can do or the behavior he can demonstrate with no reference to the performance of other individuals in the group.

Examples:

- Karim score in the grammar test is 5/20.

A criterion-referenced test is used to ascertain an individual's status with respect to a defined achievement domain. In the above example, there is no reference to the performance of other members of the group.

f) **Norm Referenced Evaluation:** is the traditional class-based assignment of numerals to the attribute being measured within a group of students. It means that the measurement act relates to some norm, group or a typical performance. It is an attempt to interpret the test results in terms of the performance of a certain group. The measurement is made in terms of a class or any other norm group.

Almost all our classroom tests, public examinations and standardized tests are norm-referenced as they are interpreted in terms of a particular class and judgements are formed with reference to the class.

Examples:

- Salim stood first in history test in his class.

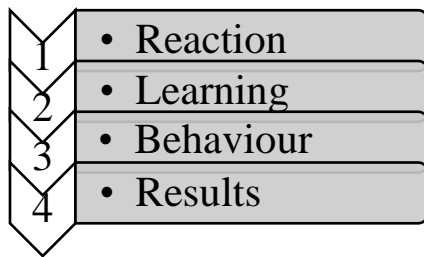
A norm-referenced test is used to ascertain an individual's status with respect to the performance of other individuals on that test.

In the above examples, the person's performance is compared to others of the same group and the relative standing position of the person in his/her group is mentioned. We compare an individual's performance with similar information about the performance of others.

That is why selection decisions always depend on norm-referenced judgements. A major requirement of norm-referenced judgements is that individuals forming the group and being measured are alike. In norm-referenced tests very easy and very difficult items are discarded and items of medium difficulty are preferred because our aim is to study relative achievement.

Lesson Four: Levels of Evaluation

The Kirkpatrick Model is probably the best-known model for analyzing and evaluating the results of training and educational programs. It takes into account any style of training, both informal and formal, to determine aptitude based on four levels criteria.



Adapted from Kirkpatrick (1994)

Undoubtedly, the most widely used and in-demand method for the assessment of training in businesses nowadays is Kirkpatrick's system based around the four levels as guidelines. The Kirkpatrick model has been used for over 30 years by many different types of companies as the major system for training evaluations. It is evident that Kirkpatrick's vision has made a positive impact to the overall practice of training evaluation.

This model was developed by Dr. Donald Kirkpatrick (1924 – 2014) in the 1950s. The model can be implemented before, throughout, and following instruction to evaluate it

As outlined by this system, evaluation needs to start with level one, after which as time and resources will allow, should proceed in order through levels two, three, and four. Data from the previous level can be used as a foundation for the following levels' analysis. As a result, each subsequent level provides an even more accurate measurement of the usefulness of the training course, however consequently calls for a more time-consuming and demanding evaluation.

► Level 1: Reaction

Level one of Kirkpatrick's evaluation model, reaction, focuses on the learners/participants' reactions or feelings to the training. It evaluates how individuals react to the training. As outlined by Kirkpatrick, each program needs to be assessed at this level to help improve the model for future use. On top of that, the participants' responses are essential for determining how invested they will be in learning the next level.

The reactions of learners/participants are often ignored and can hold valuable insight into overall feelings toward trainings/programs. Level one of Kirkpatrick's model can aid in the identification of positive or negative feelings. Identifying positive reactions to trainings/programs can be useful. This information will assist in the preservation of learners/participants attendance. Detecting negative reactions or emotions is also essential. Even negative feedback could be changed. Negative reactions may prevent learners/participants from completing the trainings/programs. The identification of both positive and negative reactions can aid in organizational support through the modification of trainings/programs.

► Level 2: Learning

Level two of Kirkpatrick's evaluation model relates to content evaluation in regard to knowledge gained by learners/participants as a result of the training/program

Level 2 focuses on measuring what your trainees have and haven't learned. In the New World version of the tool, Level 2 also measures what they think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment.

➤ **Level 3: Behaviour**

This level analyses the differences in the participant's behaviour after completing the program. This level helps to understand how well people apply their training. It can also reveal where people might need help. But behaviour can only change when conditions are favourable.

Imagine that you're assessing your students after a session. You can see little change, and you conclude that they learned nothing, and that the training was ineffective. It's possible; however, that they actually learned a lot, but that the organizational or team culture hinders behavioural change. Perhaps existing processes mean that there's little scope to apply new thinking, for example.

As a result, your people don't feel confident in applying new knowledge, or see few opportunities to do so. Or, they may not have had enough time to put it into practice. Be sure to develop processes that encourage, reinforce and reward positive changes in behaviour.

➤ **Level 4: Results**

Commonly regarded as the primary goal of the program, level four determines the overall success of the training

At this level, you analyse the final results of your training. This includes outcomes that you or your institution have decided are good for the students.

Level 4 will likely be the most costly and time-consuming. Your biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long run.

Lesson Five: Phases of Evaluation

Evaluation is often seen as an "end of project cycle" exercise. Evaluation, however, plays a distinctive role at all stages of the program cycle. The evaluation process goes through four phases - planning, implementation, completion, and reporting. Each phase has unique issues, methods, and procedures. In this lesson, each of the four phases is discussed.

a) Planning

The relevant questions during evaluation planning and implementation involve determining the feasibility of the evaluation, identifying subjects, and specifying short- and long-term goals.

Defining and identifying subjects is a significant component of the planning stage. They can be people who are involved in program operations, people who are served or affected by the program, or the primary users of the evaluation.

Subjects might consist of community populations, companies, organizations, schools, legislators, politicians, educators, researchers, media, and the public. For example, in the evaluation of a program to increase access to healthy food choices in and near schools, the subjects could be store merchants, school boards, zoning commissions, parents, and students. Subjects constitute an important resource for identifying the questions related to a program, selecting the methodology to be used, identifying data sources, interpreting findings, and implementing recommendations.

Once subjects are identified, a strategy must be created to engage them in all stages of the evaluation. Ideally, this engagement takes place from the beginning of the project or program or, at least, the beginning of the evaluation. The subjects should know that they are an important part of the evaluation and will be consulted on a continuing basis throughout its development and implementation.

An important consideration when engaging subjects in an evaluation, beginning with its planning, is the need to understand and accept cultural diversity. Recognizing diversity can improve the evaluation and ensure that important constructs and concepts are measured.

b) Implementation

Evaluation during a program's implementation may examine whether the program is successfully recruiting and retaining its intended participants, using training materials that meet standards for precision and clarity, maintaining its projected timelines, coordinating efficiently with other ongoing programs and activities, and meeting relevant legal standards. Evaluation during program implementation could be used to inform mid-course corrections to program implementation (formative evaluation) or to shed light on implementation processes (process evaluation).

c) Completion

Following accomplishment of the program, evaluation may examine its immediate outcomes or long-term impact or summarize its overall performance, including, for example, its efficiency and continuity.

Once the positive outcome of a program is confirmed, subsequent program evaluation may examine the long-term impact the program hopes to have.

d) Reporting

To ensure that the reporting of results to all appropriate audiences is accomplished in a comprehensive and systematic manner, one needs to develop a reporting plan during the planning stage of the evaluation. This plan should include guidelines on who will present results, which audiences will receive the results, and who will be included as a coauthor on manuscripts and presentations.

Reporting the results of the evaluation will provide a basis for further program (curriculum) development and improvement. Reporting the effectiveness of a program will

allow various audiences and support groups to suggest new directions for programs, new topics, and needed changes in format, promotion, and methodology.

It will provide the necessary information or data for support and defense for continuing or expanding programs where such action is appropriate. Individuals who hold decision-making responsibilities are supportive of quality or success. They want continuous evidence that they are making correct decisions.

It will provide the basis for promotion and public relations. Findings and conclusions for evaluations are useful in creating a positive image for the institution and in the promotion of future program efforts related to education.

Lesson Six : Instruments of Evaluation

Student evaluation of instruction can be acquired through a wide range of instruments. Taken together, these instruments play a critical role in the academic life since they are crucial in the promotion and passage from one level to the superior one.

Student evaluations are most commonly completed at the end of the course and prior to final exams or grades. They can also be distributed at mid-semester to assist in instructional improvement.

Evaluation of learning, most of the time requires, the use of classroom testing such as oral tests, performance tests or pencil-and-paper tests with objective and essay questions. These instruments are considered objective instruments of assessing students' learning. There exists an array of other instruments but rather called subjective instruments which are non-test means. The following is a description of both types.

a) Objective Instruments:

- **Achievement Test:** it measures how well a student has mastered specified instructional objectives.
- **Intelligence Test:** it measures the students' broad range of abilities.
- **Diagnostic Test:** it measures the students' strengths and weaknesses in a specific area of study.
- **Formative Test:** it measures the students' progress that occurs over a short period of time.
- **Summative Test:** this measures the extent to which the students have attained the desired outcomes for a given chapter or unit.
- **Aptitude Test:** it measures the ability or abilities in a given area.
- **Survey Test:** it measures general achievement in a given subject or area and is more concerned with the scope of coverage.
- **Performance Test:** it measures a student's proficiency level in a skill. It requires manual, tactile or other motor responses.
- **Personality Test:** this is a test that measures the way in which individual's interest is focused with other individuals or in terms of the roles that other individuals have attributed to him and how he adapts in the society.
- **Prognostic Test:** it is a test which predicts a student's future achievement in a specific subject area.
- **Power Test:** it measures the level of performance rather than speed of response. It is made up of a series of test items in graded difficulty; from the easiest to the most difficult ones.
- **Speed Test:** this test measures the speed and accuracy of the students in answering the question within imposed time limits.
- **Placement Test:** is a test given by a school to determine the academic or skill level of a student, especially a new student, in order to place them in the correct class or level.
- **Standardized Test:** Any test in which the same test is given in the same manner to all test takers, and graded in the same manner for everyone.
- **Teacher-made Test:** it is any test constructed by the classroom teacher. It is constructed on the basis of carefully planned table of specifications and provides clear directions to the students.
- **Mastery Test:** it determines the extent to which individuals in a group have learned or mastered a given unit of instruction.
- **Readiness Test:** this test measures the extent to which an individual has achieved certain skills needed for beginning some new learning activities.

b) Subjective Instruments:

- **Observation:** Information can be best collected about students in 'natural' settings. Some information is based on teachers' observations about learners in the course of teaching. Other information is based on planned and purposeful observation of students on activities/tasks.
- **Projects:** These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based tasks to be completed as class work and/or homework in groups. They can be open ended or structured and can be either individual or group projects. They should be based on contexts outside the textbooks and related to the students' environment/culture/ lifestyle/ community based social programs.
- **Questions:** An excellent way of finding out what children know, think, imagine, and feel. The learners can be evaluated through questions and problems. Even the ability to make a set of questions for given answers is a valid test of learning. A teacher can in the course of teaching as part of formative assessment come to know of learning difficulties in students by asking questions that make them think.
- **Checklists:** are assessment tools that set out specific criteria, which educators and students may use to measure skill development or progress. Checklists set out skills, attitudes, strategies, and behaviours for evaluation and offer ways to systematically organize information about a student or group of students.
- **Portfolio:** is a compilation of academic work and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement (2) determining whether students have met learning standards or other academic requirements for courses, grade, level or program.
- **Rating scale:** allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.
- **Anecdotal Records:** is a detailed descriptive narrative recorded after a specific behaviour or interaction occurs. Anecdotal records inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays.
- **Essay Test:** Provides evidence of a learner's abilities related to written expression mirroring one's, abilities, thoughts and attitudes.
- **Conversations:** Helps us learn what/how the learner thinks, knows and imagines. Helps to test listening and speaking skills.
- **Questionnaires:** a research instrument consisting of a series of questions for the purpose of gathering information from respondents. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.
- **Interviews:** An interview is a conversation between two or more people where questions are asked to obtain information about the interviewee.
- **Opinionnaire:** A form containing a list of statements, each of which the members of a selected group are asked to endorse or reject; the purpose being to gather information for a survey.

Lesson Seven : Usefulness of Evaluation

Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the programme. Thus, evaluation plays a significant role in any educational programme. Evaluation is crucial to: teaching, learning, instructional materials, curriculum, parents, government and society as well but how?

➤ Teaching:

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

Through frequent assessment and feedback, effective teachers regularly assess what they do in the classroom and whether their students are really learning. They try to anticipate the topics and concepts that will be difficult for their students and to develop teaching strategies that present these topics in ways their students will best understand. These teachers make a special point of becoming familiar with their students' preparation, knowledge, and abilities, and adjust their teaching to maximize the students' learning.

➤ Learning:

Evaluating student learning takes time and effort, but well-designed tests and consistent grading procedures provide students with valuable information about what and how they are learning. Providing timely, effective feedback helps students learn better, improve performance, and develop cognitive skills.

Evaluation can help assess proficiency levels, progress, and strengths and weaknesses. Feedback from learners can give you valuable information on how effective a lesson or activity has been. Analysing the results can help you understand why some activities, approaches and materials work better than others, and take action to improve future lessons and materials.

➤ Instructional Materials:

When materials have been used as part of the instructional process, the materials themselves should be assessed for their relevancy, practicality and usefulness in the lesson or unit. If materials are developed by the teacher or are used for the first time in a classroom, then the teacher is responsible for determining how effective they are and changing them appropriately before they are used again.

➤ Curriculum:

The improvement in courses/curricula is brought about with the help of evaluation. Curriculum needs to be evaluated at every level: state, district, school, and classroom. Without a rational evaluation process, it is impossible to gauge the soundness of the various types of curriculum or the overall effectiveness of the curriculum development process.

Now, it is common practice to wait until the end of the term to ask students how successful the course has been. An alternative approach is to request informal constructive criticism throughout the term, when classroom presentations organization, pacing, and workload can be adjusted.

➤ Parents:

Evaluation mainly manifests itself in a supposed need for regular reporting to parents about their children schooling. Schools regularly send progress reports or report cards to provide students and parents with summary information about the student's achievement as compared to the criteria defined in the course's program of studies. Report cards will summarize student achievement on units of study that have been completed. Report cards will also summarize the student's attendance and may include teachers' assessments of the student's work habits and efforts. Progress reports may include a description of student achievement on summative assessments as well.

The intention of a progress report is to help parents support learning by identifying areas of success and areas of need before issues impact final grades.

➤ **Government & Society:**

Evaluation provides accountability to society in terms of the demands and requirements of the employment market. It accounts for the activities of government. Their publication contributes to the goal of an informed public.

Evaluations report on the success or failure of policies and programs. Evaluations that are credible and well reported by the press help make people aware of what is happening in education.

Today an enormous information industry, whose principal purpose is to inform the public, has grown up. In the course of bringing the news, these media are often transmitters of evaluative information, frequently with evaluators from numerous domains of expertise who brief journalists and the public on the scope and outcomes of their findings.

From a governmental viewpoint, evaluation serves to obtain accurate information for the legislative branch of government on the accountability of the executive one responsible for the implementation of legislation. Evaluation will then inform the public of the success or failure of government endeavors and help develop orientations towards superior programs or programs' implementation.

Lesson Eight : Need for Evaluation in Education

• Why evaluate?

Evaluation is important so that we can be confident the programs we are implementing in our schools and classrooms are successful. A common criticism regarding evaluation is that it takes time and resources that could be dedicated to educating students. However, evaluation, done properly, can actually result in better quality practices being conveyed more effectively to enhance student learning. You would not hire new teachers without regularly monitoring and mentoring to help them improve their skills and foster student success. Would you adopt and maintain a new curriculum full scale without being sure that student learning improved when you tested the new curriculum? What if student learning declined after implementing a new curriculum? How would you know whether the curriculum did not work well because it was a defective curriculum, or because teachers were not trained in how to use the curriculum, or because the curriculum was not implemented properly? Building evaluation into your educational programs and strategies enables you to make indispensable changes and corrections. Results from rigorous evaluations help make final outcome-related decisions about whether a program should be continued, expanded, or abandoned.

• Who should do the evaluation?

Once you have decided to evaluate the implementation and effectiveness of a program, the next step is to determine who should conduct the evaluation. An evaluation can be conducted by an internal evaluator (someone at the school building, district office, or state level of your organization) or someone external to your organization who provides you with an extra set of eyes and a fresh perspective from which to review your program and outcomes. However, the ideal arrangement is a partnership between the two, i.e., forming an evaluation team that includes both an internal and an external evaluator.

Partnering with an external evaluator can improve the credibility of the outcomes, as some may question whether an evaluator internal to an organization can have the fairness to recognize weakness and failure of an internal program and to report results that might be unfavourable to the organisation.

• Where do I start?

Just as the first step in solving a problem is to understand the problem, the first step in conducting an evaluation is to understand what you want to evaluate.

What you want to evaluate is referred to as the “program”. Defining why your program should work and making the theory that renders your program plain, lay the foundation upon which you can accomplish program improvement and measure program effectiveness.

• Why is evaluation a need?

- 1) It helps a teacher to know his pupils in details. Today, education is child-centred. So, child’s abilities, interest, aptitude, attitude etc., are to be properly studied so as to arrange instruction accordingly.
- 2) It helps the teacher to determine, evaluate and refine his instructional techniques.
- 3) It helps him in setting, refining and clarifying the objectives.
- 4) It helps him to know the entry behaviour of the students.
- 5) It helps an administrator in educational planning, decisions on selections, classification and placement.
- 6) Education is a complex process. Thus, there is a great need of continuous evaluation of its processes and products. It helps to design better educational programmes.
- 7) The parents are eager to know about the educational progress of their children and evaluation alone can assess the pupils’ progress from time to time.
- 8) A sound choice of objectives depends on accurate information regarding pupil’s abilities, interest, attitude and personality traits and such information is obtained through evaluation.
- 9) Evaluation helps us to know whether the instructional objectives have been achieved or not. As such evaluation helps planning of better strategies for education.

- 10)** A sound programme of evaluation clarifies the aims of education and it helps us to know whether aims and objectives are attainable or not. As such, it helps in reformulation of aims and objectives.
- 11)** Evaluation studies the “total child” and thus helps us to undertake special instructional programmes like enrichment programme, for the bright and remedial programmes for the backward.
- 12)** It helps a student in encouraging good study habits, in increasing motivation and in developing abilities and skills, in knowing the results of progress and in getting appropriate feedback.
- 13)** It helps us to undertake appropriate guidance services.

From the above discussions it is quite evident that evaluation is quite essential for promoting pupil growth. It is equally helpful to parents, teachers, administrators and students.