

University Batna 2
Faculty of Letters and Foreign Languages
Department of English Language and literature

Course: Testing and Evaluation
Level: Master 2 LLA
Teacher: Dr. N. Bentayeb

Semester 3 Course Content

Chapter One: Testing	2
Lesson 1: Test Preparation	2
Lesson 2: Test Taking	4
Lesson 3: Cheating in School	6
Chapter Two: Evaluation	8
Lesson 1: Steps of Evaluation	8
Lesson 2: Instruments of Evaluation	10
Lesson 3: Need for Evaluation in Education	12

Chapter One: Testing

Lesson 1: Test Preparation

Just as an athlete has to prepare properly for an important game or race, it's up to you as a student to prepare yourself adequately for the morning of a test. It's important that you are in a healthy and ready body and state of mind so that you can do your absolute best on the test.

➤ Give yourself enough time to study

Make a study schedule that fits your way of studying and do not leave anything for the last minute. While some students do seem to thrive on last-minute studying, often this way of partial studying is not the best approach for exam preparation. Write down how many exams you have, how many pages you have to learn, and the days you have left. Afterwards, organize your study habits accordingly.

➤ Make sure your study space is organized

Make sure you have enough space on your desk to spread your textbooks and notes. Ensuring that the room is sufficiently bright and your chair restful enough are also points to consider. Pay attention to details that can distract you and remove them from your study space. Make sure that you feel comfortable in your study space and that you are able to focus. For some individuals, this may mean complete silence, while for others listening to music helps. Some of us need complete order to focus, while others like to study in a more cluttered environment. Make sure your study space is friendly and pleasant so that you can fully concentrate.

➤ Use flow charts and diagrams

Visual aids can be especially helpful when revising study material. At the start of a topic, write down everything you already know about the subject. Closer to the exam, transform your revision notes in a diagram. In that manner the visual remembrance can aid to your readiness considerably when taking the exam.

➤ Practice on old exams

One of the most effective ways to prepare for exams is to practice with an old version of previous exams. Also, an old test will help you see the format and formulation of the questions and it will be good for you to know what to expect but also as a worthy practice for measuring the time you need for the actual test.

➤ Explain your answers to others

With the help of your family and friends, you could excel on your exam. Explain them your reasoning for why you have answered a certain question in a certain way.

➤ Organize study groups with friends

Study groups can help you get the answers you need and finish tasks faster. Just make sure the group is focused on the subject and they are not easily distracted.

➤ Take regular breaks

Regular breaks are needed for the brain to regain its focus. It is not the best tactic to study long hours because long-term retention of knowledge is almost impossible. The most important part of studying is to develop a routine that fits your study style.

➤ Snacking on healthy food is good for the brain

You should not eat unhealthy food while you are studying. Keep your body and brain fit by choosing natural, fresh and vitamins rich food that is good for you and would improve your concentration and memory.

➤ Plan the day of your exams

Check all the rules and requirements for the exam. Plan your route and the time it may take you to reach your destination- then add on some extra time. You do not want to arrive late and deal with even more anxiety.

➤ Wake up your mind and body

It's very important that in the morning you're focusing on waking up both your mind and body so that you're enthusiastically ready to take on a test. A great way to do this is to put on music while you're in the shower and getting ready. If you have a playlist of your favourite songs, chances are the music will get your body energized and you'll either sing along with the songs in your head or out loud, which is allowing your brain to start processing information and warming it up to start remembering information.

➤ **Wear appropriate attire**

When getting dressed, think of the testing room and environment over the weather. Think of what the test environment will be like. Chances are you'll be sitting there for hours so make sure you dress to stay at a comfortable temperature. Keeping your body comfortable helps minimize distractions and external effects on your abilities while taking the test.

➤ **Allow ample time to arrive**

Nothing is more stressful to the proctor, the other testers, and yourself than arriving late. Allow time for traffic and unexpected delays so that you can arrive at the testing location with time to spare. This allows you to get comfortable with your surroundings and calm down before you embark on the exam.

➤ **Go to the bathroom**

Be sure to use the bathroom before walking into the exam room. If you must visit the restroom during the test, it can waste time, and in many cases, students are not permitted to leave a room once a test begins. It can also be extremely uncomfortable and distract your concentration.

➤ **Drink plenty of water**

While studying for exams and even during an exam, it is advisable to drink water. Remaining hydrated is vital and adds to your overall positive mood.

Lesson 2: Test Taking

You must adapt test-taking strategies to the specific type of test you're taking. The following strategies will help prepare you for taking tests.

❖ General Test Taking Guidelines

- **Be prepared.**
 - Spend as many hours as necessary to understand the material that will be covered on the test well enough to achieve a high score.
 - Since teachers often slightly modify information on tests to determine if students understand the information, spend time on honing test-taking skills.
- **Always arrive early and take a moment to relax.**
 - You'll increase your confidence if you take time to relax.
 - You'll be able to narrow your focus for the upcoming test.
- **Listen attentively to last minute instructions given by the instructor.**
 - It is not uncommon for teachers to alter test details at the last minute.
 - If you miss test instructions, test taking anxiety will increase.
- **Read the test directions very carefully and watch for details.**
 - It is not uncommon to have two correct answers on a multiple-choice question.
 - Frequently, test instructions will notify students that they only need to complete two questions, but there will be 5 options.
- **Plan how you will use the allotted time.**
 - Take time to estimate how much time you'll have for each question.
 - Pace yourself so you can complete the test in the allotted timeframe.
 - Complete the questions you know first to save time.
- **Maintain a positive attitude.**
 - Do not lose confidence or waste time if you encounter confusing or difficult questions. Answer questions you know first.
 - If you have no clue about the correct answer, make an educated guess if it will not count against your score.
 - Disregard patterns. It is probably coincidence if a string of multiple-choice answers you know are correct are "a."
- **Rely on your first impressions.**
 - The first answer that pops in your mind is probably correct.
 - It can be counterproductive to review answers and make changes.
- **Plan to finish early and have time for review.**
 - Go back and answer difficult questions after answering easy ones.
 - If you are required to complete an essay, review it for spelling and grammatical errors.
 - Check to make sure you have completed the entire test. It is not uncommon for questions to be listed on the opposite side of a page.
- **Consider every test a practice session - analyze your performance.**
 - It takes time and practice to develop effective test taking skills.
 - To determine whether your test taking strategies are working, take time to evaluate your performance after each test.
 - Be sure to take notes of where you're struggling. Are you struggling with essays or multiple-choice questions?
 - Arrange to meet with teachers to discuss low test scores to determine what you can do to improve. This is highly recommended if you struggle with essay questions.

❖ The test

- ✓ Bring at least two pens/pencils with good erasers, a calculator with enough batteries and any other resources that your instructor allows you to employ.
- ✓ Bring a watch to the test so that you can better pace yourself.
- ✓ Keep a positive attitude throughout the whole test and try to stay relaxed. If you start to feel nervous take a few deep breaths to relax.
- ✓ Keep your eyes on your own paper, you don't want to appear to be cheating and cause unnecessary trouble for yourself.
- ✓ When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.
- ✓ Do the easiest problems first. Don't stay on a problem that you are stuck on, especially when time is a factor.
- ✓ Do the problems that have the greatest point values first.
- ✓ Pace yourself, don't rush. Read the entire question and pay attention to the details.
- ✓ Ask the instructor for clarification if you don't understand what they are asking for on the test.
- ✓ Write legibly. If the grader can't read what you wrote, they'll most likely mark it wrong.
- ✓ Always read the whole question carefully. Don't make assumptions about what the question might be.
- ✓ If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. Other parts of the test may have some information that will help you out with that question.
- ✓ Don't worry if others finish before you. Focus on the test in front of you.
- ✓ If you have time left when you are finished, look over your test. Make sure that you have answered all the questions. Only change an answer if you misread or misinterpreted the question because the first answer that you put is usually the correct one. Watch out for careless mistakes and proofread your essay and/or short answer questions.
- ✓ Double check to make sure that you put your first and last name on the test sheet.

❖ After the test

- ✓ When you get your test back look it over and make sure that there are no grading mistakes.
- ✓ Look over the test and make sure that you understand your mistakes. If you don't know the answer to a question, look it up, ask a classmate or ask the teacher.
- ✓ If the teacher reviews the test in class, be sure to take notes on what the teacher wanted for an answer on the questions/problems that you got wrong.
- ✓ If you aren't satisfied with your grade, go to your instructor and see if there's a make-up exam or any extra credit you can do.
- ✓ Save the test as study material for future cumulative tests.

Lesson 3: Cheating in School

Cheating (in school) is also referred to as: **Academic dishonesty**.

Even when it seems like a harmless little shortcut, there are real and seriously harmful repercussions to cheating in school- whether or not you get caught. Cheating is unethical. But we cannot say that students think that cheating is okay, as there is evidence that they know it's wrong. There is instead a gap between the ethical judgment (cheating is wrong) and the actions of many students.

The three most common excuses students give for cheating are:

- “It’s no big deal.” They try to minimize the consequences.
- “I just got a little help, that’s not really cheating.” They euphemistically label it or even refuse to recognize it as cheating.
- “Everyone does it.” “The teacher is terrible, so I have to cheat.” They blame others.

Others argue:

“I want to get the grade, not the education”

With the pressure to achieve academic success, it’s easy to lose sight of what school is actually about: learning. You are in school to get a good education, first and foremost. Then, you are expected to demonstrate your knowledge in your good grades. Learn the material; the grades will follow. And if you’re so overwhelmed that you think cheating is your only way to get the mandatory grades, there are much better options- keep learning!

“If I cheat, I’m only affecting myself”

Wrong! By cheating, you’re stealing the work of another student who has put in the time to learn the material. By cheating and getting a good grade you didn’t actually earn, you can also destabilise the curve of the entire class and make the students who are struggling with the material believe there is something wrong with them for not understanding.

“My teacher isn’t any good, so it’s okay if I cheat to get by in that class”

While it is unethical for any student to low-calibre any teacher, it isn’t fair for anyone to cheat. When you cheat and make a good grade without understanding the material, the teacher thinks he has taught the criteria well, and he will continue to teach the same way or perhaps at a faster pace.

Consequences of Cheating

The consequences of cheating can be hard for a student to understand. Without the ability to see the long-term effects, students may feel that the pros of cheating (good grades) outweigh any negatives. That’s why it’s important for parents and teachers to explain the consequences of cheating, such as:

- Cheating lowers your self-respect and confidence. And if others see you cheating, you will lose their respect and trust.
- Unfortunately, cheating is usually not a one-time thing. Once the threshold of cheating is crossed, youth may find it easier to continue cheating more often, or to be dishonest in other situations in life. Students who cheat lose an element of personal integrity that is difficult to recollect. It damages a student’s self-image.
- Students who cheat are wasting their time in school. Most learning builds on itself. A child must first learn one concept so that they are prepared for the next lesson. If they don’t learn the basic concept, they have set themselves up to either continue failing or cheating.
- If you are caught, you could fail the course, be expelled, and gain a bad reputation with your teachers and peers.
- When you are hired by future employers based on the idea that you received good grades in a certain subject, you will not be able to solve problems, offer ideas, or maintain the

workload in that subject area. A teen is only cheating themselves out of learning and discovering how good they could really do.

Alternatives to Cheating

So, you're struggling in class and cheating seems like your only option. Obviously, it's not and you should try to learn the material and do the work on your own. But if instead of struggling to do that, you're thinking about cheating in the first place, here are some ways to get rid of cheating:

- Ask your teacher, friends, or upperclassmen for help. You might be surprised by how much people can and want to help you!
- Get a tutor. Your high school, college, or local library might offer free tutoring.
- Rethink how you spend your time. If you're so overwhelmed with school work and activities that you think cheating is a solution, it's time to rethink your priorities.
- Maybe it's time to quit a band, change your class schedule, or give up your corrupt habits, or at the very least, rethink how you budget your time.
- Use resources online. There are study guides and advice for basically every academic subject, every book you've been assigned, and every kind of homework problem. Watch some videos, read some stuff. Just be careful relying on the answers you get from public online forums and familiarize yourself with what counts as plagiarism!

Remember what's really important. Yes, the learning. But if you're hell-bent on getting the grades so you can get the diploma, you're missing the point of what school is all about.

Chapter Two: Evaluation

Lesson 1: Steps of Evaluation

The steps involved in the process of evaluation are:

1. Identifying and Defining General Objectives:

In the evaluation process first step is to determine what to evaluate, i.e., to set down educational objectives. What kind of abilities and skills should be developed when a pupil studies, say, Mathematics, for one year? What type of understanding should be developed in the pupil who learns his mother tongue? Unless the teacher identifies and states the objectives, these questions will remain unanswered.

The process of identifying and defining educational objectives is a complex one; there is no simple or single procedure which suits all teachers. Some prefer to begin with the course content, some with general aims, and some with lists of objectives suggested by curriculum experts in the area.

While stating the objectives, therefore, we can successfully focus our attention on the product i.e., the pupil's behaviour, at the end of a course of study and state it in terms of his knowledge, understanding, skill, application, attitudes, interests, appreciation, etc.

2. Identifying and Defining Specific Objectives:

It has been said that learning is the modification of behaviour in a desirable direction. The teacher is more concerned with a student's learning than with anything else. Changes in behaviour are an indication of learning. These changes, arising out of classroom instruction, are known as the learning outcome.

What type of learning outcome is expected from a student after he has undergone the teaching-learning process is the first and foremost concern of the teacher. This is possible only when the teacher identifies and defines the objectives in terms of behavioral changes, i.e., learning outcomes.

These specific objectives will provide direction to teaching-learning process, planning and organizing the learning activities, and in planning and organizing evaluation procedures too.

Thus, specific objectives determine two things; one, the various types of learning situations to be provided by the class teacher to his pupils and second, the method to be employed to evaluate both—the objectives and the learning experiences.

3. Selecting Teaching Points:

The next step in the process of evaluation is to select teaching points through which the objectives can be realized. Once the objectives are set up, the next step is to decide the content (curriculum, syllabus, and course) to help in the realization of objectives.

For the teachers, the objectives and courses of school subjects are ready at hand. His job is to analyze the content of the subject matter into teaching points and to find out what specific objectives can be adequately realized through the introduction of those teaching points.

4. Planning Suitable Learning Activities:

In the fourth step, the teacher will have to plan the learning activities to be provided to the pupils and, at the same time, bear two things in mind - the objectives as well as teaching points. The process then becomes three dimensional, the three co-ordinates being objectives, teaching points and learning activities. The teacher gets the objectives and content readymade.

He is completely free to select the type of learning activities. He may employ the analytical-synthetic method; he may utilize the induct-deductive reasoning; he may employ the experimental method or a demonstration method; or he may put a pupil in the position of a discoverer; he may employ the lecture method; or he may ask the pupils to divide into groups and to do a sort of group work followed by a general discussion; and so on. One thing he has to

remember is that he should select only such activities as will make it possible for him to realize his objectives.

5. Evaluating:

In the fifth step, the teacher observes and measures the changes in the behaviour of his pupils through testing. This step adds one more dimension to the evaluation process. While testing, he will keep in mind three things-objectives, teaching points and learning activities; but his focus will be on the attainment of objectives. This he cannot do without enlisting the teaching points and planning learning activities of his pupils.

Here the teacher will construct a test by making the maximum use of the teaching points already introduced in the class and the learning experiences already acquired by his pupils. He may plan for an oral test or a written test; he may administer an essay type test or an objective type of test; or he may arrange a practical test.

6. Using the Results as Feedback:

The last, but not the least, important step in the evaluation process is the use of results as feedback. If the teacher, after testing his pupils, finds that the objectives have not been realized to a great extent, he will use the results in reconsidering the objectives and in organizing the learning activities.

He will retrace his steps to find out the drawbacks in the objectives or in the learning activities he has provided for his students. This is known as feedback. Whatever results the teacher gets after testing his pupils should be utilized for the betterment of the students.

Lesson 2: 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 Type:** 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 3: 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.