UNIT 15: EVALUATION AND ITS TYPES

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15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the concept, purpose and scope of evaluation
- identify the various types of evaluation
- describe various problems of evaluation and also discuss the suggestions for the effectiveness of evaluation process.

15.2 INTRODUCTION

Evaluation is a process through which any educational process or system can be assessed. Again, the strength and weakness of an educational system in terms of its teaching learning process can be justified through the evaluation process by the educational providers. Therefore, it is assumed

that through the process of evaluation, the aims of education can be scrutinized whether they are achieved or not during a period of time. Thus, evaluation is an integral part of the instructional process which helps to generate the intended learning outcome as well as it helps to improve the teaching learning process. In this unit, we are going to discuss the basic meaning, nature, purpose and scope of evaluation process. Besides these, different types, problems of evaluation and some remedial measures for improving the system are also discussed in this unit in detail.

15.3 MEANING AND DEFINITIONS OF EVALUATION

Each human behaviour is directed to some end in view. Education too like other human enterprises, is directed towards particular objectives or goals. The main responsibility of the teacher is to bring about desired changes in the behaviour of his/her students. For this, he/she puts in different things and utilises different techniques, methods and tools. After utilising all these techniques, he wants to know or take appraisal of the outcome of teaching-learning experiences and the behaviour of the students. So, evaluation is the process through which the teacher qualitatively and quantitatively measures the behaviour of the students and the outcome of the teaching-learning process. Thus, evaluation is the process through which the teacher gets acquainted with the total behavioural changes of his/ her students and also with the outcome of the teaching-learning process.

15.3.1 Meaning of Evaluation

In the field of education, evaluation means estimating the probable worth of the activities involved in the teaching-learning process, judging the worth of methods or devices used in pursuit of those activities and estimating at various stages the outcome resulting from the activities. In education, *evaluation* and *measurement* are common terms used frequently. Evaluation is a comprehensive term, which includes measurement. Evaluation is an important process in education. Education is a process, which seeks to change the behavioural pattern of human beings. The educational institution that

wants to bring about the changes in behavioural pattern, are through the educational objectives. Evaluation is the process of appraisal of the changes in the behavioural pattern of the students, which reflect the extent of the achievement of the educational objectives set by the concerned educational institution. Thus, evaluation is the device that provides evidence regarding the process of students towards educational objectives. The concept of evaluation can be better understood if we go through the various definitions of evaluation.

15.3.2 Definitions of Evaluation

Evaluation is a recent scientific concept. It is more comprehensive than mere measurement. By the term evaluation, is meant the appraisal or assessment of an object or event with respect to some standard. It is a process by which some value or judgement is given in which *test* and *measurement* form two distinctive steps.

- According to Tuckman, "Evaluation is a process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to the programme's stated objective, our expectations, or our own standard of excellence."
- According to James M. Bradfield, "Evaluation is the assessment of symbols to phenomenon, in order to characterise the worth or value of a phenomenon usually with reference to some social, cultural and scientific standards."
- According to Hanna, "Evaluation is the process of gathering and interpreting evidence on change in the behaviour of all students as they progress through school."
- According to Writingstone, "Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement that is implied in conventional test and examination."
- According to Clara M. Brown, "Evaluation is essential in the never ending cycle of formulating goals, measuring progress towards them and determining the new goals which merge as a result of

new warnings. Evaluation involves measurement, which means objective, quantitative evidence. But it is broader than measurement and implies that considerations have been given to certain values, standards and that interpretation of the evidence has been made in the light of the particular situation."

It is evident from the above definitions that evaluation in educational process implies a comprehensive programme in which achievement, attitudes, interest and other personality traits and different skills are taken into consideration. It is a process of appraisal of an object or event with reference to some standards; the standard may be social, cultural, and scientific or it may be true or arbitrary. For example, an Investigator may measure the height of a child which is 30 inches and type him as short. The description of the height i.e. 30 inches is the example of measurement and when this height is compared with reference to some standard, it is found that the child is shorter than the general average height of the children of his age group. This is evaluation.

Evaluation may also be defined as the making of judgements about the value, for some purpose of ideas, works, solutions, methods, materials etc. For example, when a teacher converts test scores to grades like A, B, C, D etc. or Excellent, Good, Fair, Poor etc., the teacher is attempting an evaluation because he/she is making value judgement. Since evaluation is a process by which some judgement is given, education as a process cannot progress without the concept of evaluation.

15.3.3 Purpose of Evaluation

There are different purposes of the evaluation process. The purposes are given below:

- To make conditions for guiding the growth of individual pupils.
- To diagnose the weakness and strength of pupils.
- To mark areas where remedial measures are needed.

- To make provision for a modification of the curriculum and the courses.
- To give a basis for the introduction of experiences to meet the needs of individuals or groups of pupils.
- To inspire pupils towards better attainment and growth.
- To test the efficiency of teachers in providing learning experiences and the effectiveness of instruction and class room activities.
- To improve the instruction process.
- To bring out the inherent capabilities of a pupil like attitudes, habits, appreciation and understanding, manipulative skills besides conventional acquisition of knowledge.

15.3.4 Scope of Evaluation

The scope of evaluation is wider than the scope of measurement. Evaluation is concerned not only with the appraisal of achievement of the pupils but also in its improvement. The whole educational programme including objectives, curriculum, teaching learning process, textbooks, etc., is appraised as to its effectiveness so that the defects can be marked out and suitable remedial measures can be applied. As such, the evaluation is unavoidable. The evaluation process ranges from the lowest to the highest level, be it elementary or higher/ technical levels of education, through which the behavioural changes of the learner are appraised for a better personality make up. Lastly, the scope of evaluation also extends to the development of capabilities of a learner to assess himself/herself for self-appraisal, so that he/she can become a better self-evaluator in order to achieve their own goals and accomplishments. The teacher can also assess the success or failure of his/her teachings through the evaluation process.

15.3.5 Functions of Evaluation

Following are the functions of evaluation process in brief,

- It determines the extent of the achievement of learning objectives.

- It paves the way for remedial measures so that the weakness of the instructional procedures can be overcome.
- It provides the empirical evidences about the effectiveness of teaching strategies, tactics and aids and suggests some modifications and improvements.
- It provides a healthy feedback to both the teachers and the students.
- It assists in developing a meaningful, all embracing standardised test.

15.4.6 Tools and Techniques of Evaluation

Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e.

A) Quantitative Techniques
B) Qualitative Techniques

A) Quantitative Techniques: The Quantitative techniques are mainly used in educational evaluation. They are highly reliable and valid. These techniques can be classified into three types i.e. oral, written and practical. Oral techniques comprise oral questions, debates, drama etc. Written techniques are like written questions whereby the students have to write down the answers. These written tests are more or less objective type test, essay type test and short answer type test. Lastly, in the Practical techniques, some works are assigned to the students to accomplish it. Such techniques are based to assess the skill or psychomotor activities. Generally, this technique is used in Science subjects, agriculture, home sciences etc.

B) Qualitative Techniques: The Qualitative techniques are used in schools ad colleges for internal assessment of the students. These techniques are subjective and less reliable than the quantitative techniques. This is used for assessing the affective objectives. These techniques can be classified into five categories

like cumulative records, anecdotal records, observation techniques, checklist and rating scales.

In another classification, we can group the tools and techniques of evaluation in the following manner,

A) Psychological Test:

a) Intelligence Test
b) Aptitude Measurement
c) Interest Inventories
d) Personality Test

B) Achievement Test:

a) Oral Test
b) Written Test– Essay Type, Short Answer Type, Objective Type

C) Situation Test:

a) Questionnaires
b) Checklist
c) Rating Scales
d) Teacher Observation
e) Interview
f) Records
g) Pupils' Products
h) Home Work
i) Sociometry
j) Other Devices



LET US KNOW

- In terms of education, evaluation means estimating the probable worth of the activities involved in teaching-learning relationship, judging the worth of methods or devices used in pursuit of those activities and estimating at various stages the outcome resulting from the activities.
- Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e., Quantitative and Qualitative.

- By the term evaluation, it means appraisal or assessment of an object or event with respect to some standard. It is a process by which some value or judgement is given in which test and measurement form two distinctive steps.
- There are different purposes of an evaluation process; these are (i) making condition for guiding the growth of individual pupils, (ii) diagnosing the weakness and strength of pupils etc.
- In another classification, we can group the tools and techniques of evaluation as Psychological, Achievement and Situation Tests.



CHECK YOUR PROGRESS

Q.1: What is meant by evaluation? Give one definition of the term evaluation.

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Q.2: Mention some purposes of evaluation process.

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Q.3: Identify some functions of evaluation.

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Q.4: Identify some tools that are used in situation test.

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15.4 TYPES OF EVALUATION

When we talk about the types of evaluation, generally it can be of two types i.e. **(a) Formative** and **(b) Summative** Evaluation.

a) Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned. Evaluation that is used periodically as instruction proceeds is referred to as formative evaluation. This evaluation functions to provide–

I) Interim Assessment of the pupils' progress

II) Specific diagnosis of pupils' strength and weaknesses

III) Systematic feedback to both the pupil and the teacher

The formative evaluation is used to provide useful guidance to the teacher and the learner and it includes frequent assessment to provide systematic feedback on progress. They may include approaches such as tutoring, small group instruction, audio-visual presentations, alternate learning materials or programme instruction. The main aim of formative evaluation is to point put the shortcoming of the plan for the correction to the person responsible for it. For an educational institution, the formative evaluation can be categorised into three categories:

I) to collect vivid evidences of the merits and demerits of the educational plan,

II) on the basis of the educational plan, the limitation of the plan should be put for discussion, and

III) To remove the pitfalls and make the plan a more effective.

Thus, under the formative evaluation, any educational plan is evaluated to increase its quality, effectiveness, desirability and utility.

b) Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction. The aim of summative evaluation in an educational institution is to know whether the scheme or plan that has made for instructional purpose, should be continued or not. Summative evaluation is a process of selecting the best out of the available alternatives. For example, formal

Classroom test, unit test or final examinations are the most frequently used tools of summative evaluation.

The main purpose of summative evaluation includes:

I) Assessing the extant of pupils' achievement or competence at the end of instruction.

II) Providing a basis on which grades or course marks can be fairly assigned.

III) Providing the data from which reports to parents and transcripts can be prepared.

Summative evaluation summarises the learning progress of both the individual learners and the group.

Both types of evaluation are the necessary components of classroom instruction. In some cases information gathered for summative purposes may be useful in a formative sense. For example, the scores in a unit test may be used to evaluate the achievement at the end of that unit. At the same time, the scores reflect progress in the course and in broader instructional programme. Therefore, both the types of evaluation are instrumental in the educative process.

15.5 PROBLEMS OF EVALUATION

In our present education system, though evaluation is an important part, the existing evaluation system suffers from many limitations. These limitations or drawbacks are as under,

- In our present educational system, the term evaluation is confined only to examinations, which is primarily aimed to measure the achievement of the students in academic subjects. Hence, the term evaluation is taken in a very limited dimension but in reality the scope of evaluation is very broad and encompasses the whole.
- In the present scenario of evaluation system, essay type examinations are the main technique of evaluation but this type of examinations has numerous drawbacks such as: (i) it is not reliable and valid, (ii) it is subjective in nature and encourages unhealthy competition and (iii) it gives undue emphasis on memorization of answers.

- The current evaluation system is not objective in nature. The behavioural objectives are not properly formulated and adequately tested. The students are assessed on rigid and fixed criteria of pass and fail.
- The present evaluation system is neither continuous nor teacher centered. The evaluation is done at the closing of the academic session, not on a daily basis.
- Evaluation at present is only information-centric or memory-centric. The actual qualities of the students are not taken into account.
- The current methods of evaluation fall short of leading to the diagnostic and remedial measures.
- The present system gives emphasis on the pass percentage of the students to assess the performance of the teacher.
- The processes of self-evaluation of the students are not at all encouraging in the existing evaluation system.

15.6 SUGGESTIONS FOR EFFECTIVE EVALUATION

After discussing the above problems in the existing evaluation system, some suggestions for improving the present system are mentioned below:

- Instead of the existing evaluation system, a continuous and comprehensive method of evaluation should be undertaken throughout the learning period.
- The goals or objectives should be well defined in behavioural terms. The objectives should include all the domains, cognitive, affective and psychomotor.
- Frequent assessment of the students through unit test, class test etc. should be encouraged instead of giving importance on just essay type examination at the end of the session.
- The present evaluation system should be modified so that the actual abilities of the students can be judged.
- The evaluation should be diagnostical and remedial. It should diagnose from time-to-time the different problems faced by the students and should provide remedial measures for effective solution.

- The evaluation system should encourage self-learning techniques in teaching-learning situations. Self-evaluation of the students should be encouraged.
- Instead of giving emphasis solely on the pass percentage of the students, importance should also be given to systematic, regular and critical assessment so that the real picture of evaluation comes into the focus.



LET US KNOW

- There are two types of Evaluation: Formative and Summative.
- Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned.
- Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.
- Problems of the existing evaluation are varied such as that it is very constricted; it gives emphasis on pass percentage only and memorization etc.
- Continuous and comprehensive method of evaluation should be undertaken throughout the learning period and the goals should be well defined in behavioural terms.



CHECK YOUR PROGRESS

Q.5: Write the meaning of Formative and Summative Evaluation.

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ACTIVITY 15.1

According to you which type of Evaluation is more reliable and valid? Write in brief.

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15.7 LET US SUM UP

- Evaluation is a recent scientific concept which is more comprehensive than mere measurement. Term evaluation means appraisal or assessment of an object or event with respect to some standard.
- Regarding the purpose of evaluation, it can be said that it is used to guide the condition for the growth of individual pupil, to diagnose the strength and weakness of the pupil and to offer probable remedial measures etc.
- The functions of the evaluation process can be briefly stated as determining the extent of the achievement of learning objectives, providing remedial measures, empirical evidences as well as healthy feedback so that the pupil is better assessed.
- Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e. Quantitative and Qualitative.
- If we talk about the types of evaluation, it is of two types i.e. Formative and Summative Evaluation. Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned. Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.

- The problems of evaluation in the existing system are numerous like the prevalence of essay type examinations, not continuous and comprehensive, importance to memory centered and information centered, not objective or goal directed etc.
- The probable suggestions for effective evaluation can be summed up as it should be continuous and comprehensive, goal oriented, to encourage self-evaluation; objective should be in behavioural terms, systematic and critical in regular assessment etc.



15.8 FURTHER READING

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15.9 ANSWER TO CHECK YOUR PROGRESS

Ans. to Q. N. 1: Evaluation is the process through which the teacher gets acquainted with the total behavioural changes of his/ her students and also the outcome of the teaching-learning process.

The definition put forward by James M. Bradfield is "Evaluation is the assessment of symbols to phenomenon, in order to characterise the worth or value of a phenomenon usually with reference to some social, cultural and scientific standards."

Ans. to Q. N. 2: There are different purposes of an evaluation process; these are (i) making condition for guiding the growth of individual pupils, (ii) diagnosing the weakness and strength of pupils etc.

Ans. to Q. N. 3: The functions of the evaluation process is to determine the extent of the achievement of learning objectives, provide remedial measures and empirical evidences as well as give healthy feedback so that the pupil can be assessed in a proper way.

Ans. to Q. N. 4: In situation test, the following are the tools that are used: Questionnaires, Checklist, Rating Scales, Interview, Sociometry technique etc.

Ans. to Q. N. 5: Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned.

Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.

15.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Explain the meaning and significance of evaluation in teaching learning process.

Q 2: What are the purposes of evaluation?

Q 3: Explain the scope of evaluation.

Q 4: Define Summative and Formative evaluation.

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Describe the different tools and techniques of evaluation.

Q 2: Discuss the differences between formative and summative evaluation.

Q 3: What are the different problems faced by the existing evaluation system? Explain.

Q 4: How would you like to suggest some remedial measures for an effective evaluation system in the present situation?

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