

UNIT TEST

I & II

PART-A

1. Write a detailed account on concept of assessment and evaluation in learning.

Concept of assessment :

* Assessment is a process by which information is obtained relative to some known objective and goal.

Assessment is broad term that includes testing. A test is a special form of assessment. Tests are assessments made under controlled circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests.

* Education assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. We test at the end of a lesson, and we assess verbal or quantitative skills through such instruments as the SAT and GRE.

Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which to an objective or goal.

Definition of assessment:

"Assessment involves the use of experimental data on student's learning to refine programs and improve students' learning." - Allen.

Functions of assessment:

It performs many functions which are listed below.

1. Detecting function:

It detects all the activities during the elevation.

From making plans to estimating the results all activities are closely watched. It also helps in improving performance and achieving desired results.

2. Making decisions:

They have to decide what has to be done for improvement. All the decision related to assessment has to be taken by the teacher. It helps to focus on improvements.

3. Screening:

The teacher has to assess the probable incidence of the problem. They have to do this by using a simple yes or no. Assessment defines the problem while screening identifies and treats it.

4. Student's placement in the remedial course:

It means that if a student's evaluation is below average. In that case, remedial courses should be provided for them. Furthermore, these courses will in performance improvement.

5. Instructional planning:

Instructional planning is a process for teachers. It helps the teacher to make a plan to target the course of study. Furthermore, it helps to address the diverse need of students.

6. Feedback / Response:

This process helps to validate how student's marks are derived. It also identifies and prizes specific character in student's work. In addition, it guides students to make improvement in their work.

7. Inspiration:

Inspiration or motivation is a very important tool. This tool provides information about the type of environment and tasks which helps in motivation.

Concept of evaluation:

Evaluation is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation of both the processes and product of education become imperative enterprise.

but more seriously, to know as to what extent the goals of education have been achieved.

Definition :

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."

Functions of evaluation :

(i) **Diagnosis**: This is the purpose of evaluation when it is used to help us locate the identity the weakness/lapses in learning on the part of a learner.

2. **Prediction**: This is the purpose when evaluation helps us discover potential abilities and aptitudes among the tests which eventually can be developed into expertise in a given field of learning or career.

3. **Selection**: This may be the purpose of the evaluation when it helps us to select suitable persons for a course or career. The entrance tests to different course are devised with this purpose.

4. **Grading**: This purpose is served when evaluation helps us rank order the learners of a given group. Usually the terminal examinations of a course serve this purpose.

5. **Guidance**: This is the purpose of evaluation when it assists a person in making decisions about course and careers. This purpose of guidance is served when evaluation enable a learner to know his pace of learning, lapses in this learning etc.

PART-B

2. Explain Norm reference test :

There are two different ways of interpreting the students' performance on tests and other tools / techniques of evaluation. One way is to describe an individual's achievements in terms of relative standing in some known group.

* For example, Raju typed better than 80% of his classmates. Another way is to describe directly the specific performance in terms of pre-determined criterion. For example, Raju typed 50 words per minute without error, though the expected speed was 60 words per minute. The first interpretation is norm-referenced while the second is criterion referenced. Both type of interpretations are useful and employed to measure the attainment of students.

* A Norm-referenced evaluation is designed to measure performance, which is interpreted in terms of student's relative standing in a known group (class, school, state, etc.). Norm referenced interpretation might be based on local, state, or national group depending on the use to be made from the results.

* On the other hand, a criterion referenced evaluation is designed to measure performance, which is interpreted in terms of clearly defined and delimited domains of learning tasks.

* Norm referenced interpretation indicates the student's standing in a norm group by noting that some percent of the individuals in a group who obtained the same score or one lower. This criterion-referenced interpretation is focused on the percentage of items answered correctly. Although many types of test scores are used in testing, the distinction between the percentile score and percentage correct score is a significant one because it illustrates the basic difference between a norm referenced evaluation and criterion referenced evaluation.

3. Write on criterion reference test :

A criterion-referenced test is deliberately constructed to assess a student's performance level with respect to a well-defined domain of objectives. Popham (1969) defined criterion referenced measurement as 'those, which are used to ascertain a student's status with respect to some criterion i.e., performance standard.

It is because, the student is compared with some established criterion, rather than other students, that these measures are described as criterion-referenced.

Importance of criterion referenced evaluation :

* The no. of competencies measured by criterion referenced test will vary from one test to another test.

* The no. of test items measuring each competency and the value of the minimum standard will vary from one competency to the next; and

* A common method for making mastery and non-mastery decisions involves the comparison of student's percent scores on the competencies to the corresponding minimum standards i.e., when a student's percent scores is equal to or greater than the standard, the student is assumed to be 'master' otherwise, the student is assumed to be a 'non-master'.

5. What are the measurable and non-measurable outcomes

If we some medium measurable learn that must beneficial or information those informative medium are the measurable learning outcomes which are beneficial.

As seasoned grant writers know, all projects/ programs should have Goals and objectives that are subsequently translated into set of measurable outcomes.

These outcomes can then be monitored using quantitative (data, numbers, measurements, statistics) or qualitative (

(characteristics, senses, intangibles, subjective) approaches or both.

Two key characteristics of effective measurable outcomes include:

- * Action undertaken by your organization that is measurable.

- * Answers to the who/what/when/how of your program.

Non-measurable outcomes are those outcomes which are wastage of time and we don't get any knowledge outcomes.

Describe measurable skill, knowledge and values of completion course a span of several courses, a program. clear articulation learning outcomes served.

Non measurable goals, which makes it impossible for those working on campaign know have achieved their objective.

PART-C

6. Components in Psychomotor domain.

Objectives in the Psychomotor domain relate to the development of muscular abilities that range from simple reflex movement to precision and creativity in performing a skill. This domain is very useful and relevant in Physical education, music, drama, art and vocational courses.

It's components are,

1. Fundamental movement - Track, crawl, heave, etc.,
2. Generic movement - Drill, construct, dismantle
3. Ordinate movement - Play, connect, fasten, etc.,
4. Creative movement - Create, invent, construct, etc.,

7. What are the characteristics of evaluation?

1. Continuous process: Evaluation is a continuous process. It leads together with teaching - learning process.
2. Comprehensive: Evaluation is comprehensive as it includes everything can be evaluated.
3. Child - centered: Evaluation is a child - centered process which gives importance to the learning process, not to the teaching process.
4. Remedial: Evaluation comments on the result which helps in remedial work it is not a remedy evaluation is remedial in nature.

5. Cooperative process: Evaluation is a cooperative process involving students, teachers, parents, and peer groups.
6. Teaching methods: Effectiveness of teaching methods is evaluation.
7. Common practice: Evaluation is a common practice among the proper growth of the child mentally and physically.
8. Multiple aspects: It is concerned with the total personality of students.

8. What is the difference between formative and summative assessment?

	Formative assessment	Summative assessment
What information	* Specific description of daily events	* General trends based on specific descriptions
	* Organizational skills	* Overall attitude
	* Needs assessment	* Comparison with evaluation tool.
When to give:	* At the time of the incident	* Mid-point in the course
	* End of the day	* End of the course.
	* Weekly or progress	

9. Define measurement.

Measurement is part of the process of evaluation. When we assign a score on a given task performed by a learner, we are doing an act of measurement. When we compare this score with those of other learners and judge whether it is good / bad / average or satisfactory / unsatisfactory, we are doing the act of evaluation. Thus evaluation is a wider and more inclusive term than measurement.

10. Write five learning objectives based on Affective domain.

1. Receiving - Listen to others with respect. Listen for and remember the name of newly introduced people.
 2. Responding - Participates in class discussions. Give a presentation.
 3. Valuing - Shows the ability to solve problems.
 4. Organization - Recognizes the need for balance between freedom and responsible behavior.
 5. Characterization - Cooperates in group activities.
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