



# Assessment for Learning

**Dr. G.Umamageswari**

**Assistant Professor of Education**



# ASSESSMENT FOR LEARNING

## UNIT I: Overview of Assessment and Evaluation

### Measurement, Assessment and Evaluation

There's often a misconception about identifying the difference between assessment, evaluation, and measurement. Measurement, assessment, and evaluation mean very different things, and yet most of the students were unable to adequately explain the differences. The English word measurement originates from the Latin word 'Mensura meaning 'the action of measuring something'.

### Measurement

“Measurement is a process of assigning numbers to individuals or their characteristics according to specific rules.” (Eble and Frisbie, 1991,). This is a very common and simple definition of the term ‘measurement’. We can say that measurement is a quantitative description of one’s performance. Gay (1991) further simplified the term as a process of quantifying the degree to which someone or something possessed a given trait, such as quality, characteristics, or features. It can be further generalizing these definitions as measurement provides a quantified description of any trait, characteristic, or ability.

Measurement is simply referred to as "the process assigning numbers or symbols to objects for characterizing things according to a set of rules".

- It is used to categorize and or quantify variables.
- It helps to quantify individuals' achievements, personalities, attitudes, habits and skills. It involves the quantification of observable phenomena and it is performed in the physical world by the observer.

Here, information collected about the characteristics and attributes of things can be determined and differentiated.

### Measurement in Education

Today, measurement in education is much different and more advanced. With the development of many theories in education over time and assessment software systems that can be used in this process, various variables, related to students' marks and grades, are measured. Measurement in education is used to find the level of Intelligence, Interest, Students' aptitude and personality, Effectiveness of the curriculum, Usefulness of teaching methods, Basis of educational policy and various educational activities of administrators and teachers as well

### Types of Measurement

Measurement can be of 3 types.

- Direct measurement
- Indirect measurement
- Relative measurement

External attributes or characteristics could be directly measured with high precision, using various tools and devices, Example height or length, Volume, and weight could be measured directly using appropriate tools. This type of measurement is known as **Direct measurement**.

However, heat, light, and sound cannot be measured directly, but measured only through the effects they produce. Such kind of measurements is called **Indirect measurements**.

In education and psychology, measurement is very complex. There is direct measurement is not possible. Students' achievements, comments, elegance, etc. are measured only by comparing them with those of their peers. These are called **Relative measurements**.

### **Characteristics of Measurement**

- \* Quantitative in nature
- \* Usable and Practicable
- \* Comprehensive and Precise
- \* Test items to be Reliable and valid.
- \* It should be objective in nature.
- \* Easy to administer
- \* Economical

### **Methods of Measurement**

For both physical and mental measurement, some tools and methods are necessary. The variation in the method may be due to the nature of the variable and the purpose of measurement. The methods of measurement are as follows:

#### **(i) Tests:**

A test consists of a set of questions to be answered or tasks to be performed. Tests are used to assess the ability or trait in question. Psychological and educational tests are the standardized procedure to measure quantitatively or qualitatively one or more than one aspect or trait using a sample of verbal or non-verbal behaviours. Items of a test are placed in increasing order of difficulty and its procedure of administration is standardized to ensure maximum objectivity. The psychological tests are used to know the ability of the students, to diagnose the weakness, to predict future progress, and to provide educational and vocational guidance. The different types of tests are achievement tests, intelligence tests, attitude tests, aptitude tests, personality tests, creativity tests etc.

#### **(ii) Inventories:**

Different inventories are used for different traits. Interest inventories are used to measure interest; personality inventories are used to measure certain traits of personality etc.

#### **(iii) Observation:**

There are certain traits like honesty, punctuality, persistence, truthfulness etc., which can hardly be measured objectively via tests. So here, observation is an important technique of measurement. The observation may be participant observation or non-participant observation for accurate and scientific observation. One may use an observation schedule and other instruments.

**(iv) Interview:**

An interview is a face-to-face interaction between one interviewee and one interviewer or more than one interviewer. There are certain things which an individual does not want to express and they can be only assessed through interviews. The interview schedules may be used and the interviewer through better personal support, and in a congenial atmosphere, can succeed to bring out the inner feelings of the interviewee through carefully planned interviews.

**(v) Checklist:**

A checklist consists of a series of items which needs a response from the respondent. The presence or absence of an item may be indicated by 'Yes' or 'No' (by a '✓' or 'X' against the items). Checklists are popularly employed for the appraisal of studies, school buildings, textbooks, outcomes, instructional procedures etc.

**(vi) Rating scales:**

Psychological traits are relative concepts. So it is very difficult to make watertight compartments between them. Sometimes, the degree of a trait is necessary on the part of the rater. The rating scale is used to evaluate the personal and social conduct of the learner. We take the opinion of teachers or parents or friends or judges on a particular quality or trait of a pupil along a scale. The rating scale maybe 5 points, 7 points, 9 points or 11 points. For example, to assess a particular trait, we can use a 5-point scale as: very good, good, average, below average, and poor. The trait in question is marked by the judges in any one of the five categories. Rating scales can be used to evaluate: personality traits, tests, school courses, school practices, and other school programmes.

**(vii) Attitude scales:**

Attitude refers to the bent of mind or feelings of an individual towards an object, an idea, an institution, a belief, a subject or even a person. Attitude scales are used to measure this trait objectively and with accuracy.

**(viii) Projective techniques:**

Projective techniques are very ambiguous and subjective in nature. Through projective techniques, the subconscious and pre-conscious mind of an individual is reflected. For example, with the help of the Thematic Apperception Test (TAT), we measure the personality of individuals. Anecdotal record cards and cumulative record cards are also used for educational measurement and evaluation

**Purpose of Measurement**

- \* To determine what knowledge, skill, abilities, habits and attitudes have been acquired.
- \* To determine what progress has been made in the acquisition of learning outcomes
- \* To determine the strength, difficulties and needs of the students.
- \* Helps to make teaching and learning more effective.
- \* Help learners to form study habits
- \* To serve as an aid for guidance, counselling and prognosis.
- \* To Maintain standard

- \* To classify or select the student for special purposes
- \* To determine the efficacy of teachers, the effectiveness of their methods, techniques and strategies, and their strength, weakness and needs.
- \* To serve as a basis or guide for curriculum making and development.
- \* To keep parents informed of the progress made by their children in school.
- \* To serve as a guide for administrators and supervisors in making their educational plans and programmes for their institutions.

## **Assessment**

### **Definition**

“Assessment is the collection of relevant information that may be relied on for making decisions.” Fenton (1996)

Assessment is “a systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects.

### **Meaning**

Assessment is referred to as "a process of collecting evidence and making judgments relating to outcomes". It is said that assessment has a narrower meaning than evaluation but a broader meaning than measurement. The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'. This implies it is something we do 'with' and 'for' students and not 'to' students (Green, 1999)

In its derivation, the word assess means "to sit beside" or "to assist the judge", it reflects that assessment is a process of gathering data and fashioning them into an interpretable form; judgment can be made based on this assessment. It's detecting, analysing, and interpreting students' learning and progress.

Assessment is a process by which information is obtained relative to some known objective or goal. It is “the various methods used by educators to measure and document the academic achievement and skills of students during preschool adulthood. It is a process of inquiry to collect and synthesize evidence that concludes the status or quality of a program, product, person, policy, proposal or plan.”

Assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes and beliefs.

It can also be understood that assessment is a process used to retain information about students' performance which includes traditional paper-pencil tests as well as extended responses (for example essays and assignments), the performance of authentic tasks, teachers' observations and students' self-report.

**Assessment in education** is the collation of various data from different resources to check the student's learning and understanding. When reviewed and placed in context, this data helps

gauge student progress, roadblocks, and obstacles. It can further give an insight into the reasons why students face the problems they face and can help bridge the gap between content retention and better student performance.

Assessment is quintessential to learning. The general notion is that assessments are the big, final exams that take place at the end of a term or a school year. But that is not always the case. Even a small discussion or a Kahoot game can work as a quick assessment.

### **Purpose of Assessment**

The purpose of assessment is to gather relevant information about student performance or progress or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans.

Continuous assessment provides day-to-day feedback about the learning and teaching process. Assessment can reinforce the efficacy of teaching and learning. It also encourages the understanding of teaching as a formative process that evolves with feedback and input from students.

Assessment as learning is another goal of formative evaluations. At the instruction's conclusion, the learning assessment evaluates what and how well the pupils have learned. It verifies student learning and gauges their general success/proficiency.

- The major purpose of assessment is to help identify learning gaps in students and what corrective activities should be appropriate to reduce them so that students can continue or improve their learning.
- It collects information on a student's knowledge and skills as the class moves through a unit of study to identify learning gaps.
- Give the students feedback on their work with the atlas and suggestions for improving, evaluating, and communicating their learning.
- It tells students what they have accomplished, where they have encountered challenges, and what they need to change to enhance their work.
- It anticipates mistakes from students and instructs them to analyse them to enhance their learning.

Additionally, it evaluates the student's learning progress and determines whether to advance them to the next class.

### **Principles of Assessment**

The Major Principles of Assessment are:

- ❖ Reliability
- ❖ Validity
- ❖ Relevance
- ❖ Transferability

### **Functions of Assessment**

#### **1. Detecting Function**

It detects all the activities during the evaluation. 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 students' marks are derived. It also identifies and prizes specific characters in students' work. In addition, it guides students to make improvements 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.

### **Characteristics of Classroom Assessment**

The different characteristics of classroom assessment are:

- ❖ It is **learner-centred**
- ❖ It is **teacher-directed**. Individual teachers decide what to assess, how to assess, and how to respond to the information gained through assessment.
- ❖ It is **Mutually Beneficial**. Students are active participants. Teacher improves their teaching skills and strategies and gains new insights.
- ❖ It is **Context-Specific**
- ❖ It is **an Ongoing process**- Classroom assessment is continuing process
- ❖ It is **rooted in good teaching practice**. The classroom assessment builds on good practices by making feedback on students' learning more systematic, more flexible and more effective.

### **Types of Assessment**

There are different types of assessment in education. All assessment methods have different purposes during and after instruction. This article will tell you what types of assessments are most important during developing and implementing your instruction.

## **1. Pre-assessment or diagnostic assessment**

Before creating the instruction, it's necessary to know what kind of students are to be assessed. The primary goal is to get to know the student's strengths, weaknesses and the skills and knowledge they possess before taking the instruction.

## **2. Formative assessment**

Formative assessment is used in the first attempt at developing instruction. The goal is to monitor student learning to provide feedback. It helps identify the first gaps in instruction. Based on this feedback the teacher identifies what to focus on for further development.

## **3. Summative assessment**

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more like the effectiveness of learning, reactions to the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend the course, or test. The assessment gives a teacher a better understanding of how students use the learned knowledge, skills and attitudes.

## **4. Confirmative assessment**

The aim of confirmative assessments is an extensive form of a summative assessment, where the effectiveness of the instruction, curriculum, students and teaching methodology can be measured and required modifications can be made for the next academic year.

## **5. Norm-referenced assessment**

This compares a student's performance against an average norm. This could be the average national norm for the subject History, for example, the teacher compares the average grade of his or her students against the average grade of the student in other subjects or the performance of the entire school.

## **6. Criterion-referenced assessment**

It measures students' performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

## **7. Ipsative assessment**

It measures the performance of a student against previous performances from that student. With this method, students try to improve themselves by comparing previous results and it helps the student to develop self-confidence in their performance and provides adequate motivation for future development.



## **1. Pre-assessment or diagnostic assessment**

Before creating the instruction, it's necessary to know what kind of students are to be assessed. The primary goal is to get to know the student's strengths, weaknesses and the skills and knowledge they possess before taking the instruction.

## **2. Formative assessment**

Formative assessment is used in the first attempt at developing instruction. The goal is to monitor student learning to provide feedback. It helps identify the first gaps in instruction. Based on this feedback the teacher identifies what to focus on for further development.

## **3. Summative assessment**

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more like the effectiveness of learning, reactions to the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend the course, or test. The assessment gives a teacher a better understanding of how students use the learned knowledge, skills and attitudes.

## **4. Confirmative assessment**

The aim of confirmative assessments is an extensive form of a summative assessment, where the effectiveness of the instruction, curriculum, students and teaching methodology can be measured and required modifications can be made for the next academic year.

## **5. Norm-referenced assessment**

This compares a student's performance against an average norm. This could be the average national norm for the subject History, for example, the teacher compares the average grade of his or her students against the average grade of the student in other subjects or the performance of the entire school.

## **6. Criterion-referenced assessment**

It measures students' performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

## **7. Ipsative assessment**

It measures the performance of a student against previous performances from that student. With this method, students try to improve themselves by comparing previous results and it helps the student to develop self-confidence in their performance and provides adequate motivation for future development.

## Difference Between Assessment and Evaluation

Basis for Comparison	Assessment	Evaluation
Meaning	Assessment is a process of collecting, reviewing and using data, for improvement in the current performance.	Evaluation is described as an act of passing judgement based on a set of standards.
Nature	Diagnostic	Judgemental
What it does do?	Provides feedback on performance and areas of improvement	Determines the extent to which objectives are achieved
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented
Feedback	Based on observation and positive and negative points	Based on the level of quality as per the set standard
Relationship between parties	Reflective	Prescriptive
Criteria	Organised with the participation of students and the teacher	Set by the evaluator (Teacher)
Measurement Standards	Absolute	Comparative

### Evaluation:

Evaluation is part of life, and in our life, we need to make evaluations frequently, In an educational scenario, evaluation has an important role in judging student progress to know up to what extent students have achieved the desired set goal. Evaluation implies a systematic, continuous process based upon certain criteria process and emphasises the border personality change. Evaluation is an act or process that allows one to make a judgement about the desirability or value of a measure.

### Meaning of Evaluation

Evaluation is a process in which we assess or judge the value of something or assess quality of something. In the field of education, evaluation is a process of determining the extent o which educational objectives are attained. Evaluation is an important component of the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is making a judgement about something. It is a systematic determination of a subject's worth, merit or significance.

Evaluation involves assessment and measurement. It is a wider and more inclusive term than assessment and measurement. It can be represented as Assessment refers to the process and products which are used to describe the nature and extent of some attribute. Measurement is the process of assigning numerals to objects or qualities.

### **Definition of Evaluation**

According to Orville and Hanna, "Evaluation is a process of gathering and interpreting evidence on changes in the behaviour of the students as they progress through school".

Tigerson and Adams state, "The meaning of evaluations is to ascertain the value of some process or thing. Thus, educational evaluation is the passing judgments on the degree of the worthwhileness of the teaching process on learning experiences."

According to Pampers and Gage, "Evaluation assumes a purpose or an idea of what is good or desirable from the standpoint of the individual or society or both."

### **Need for Measurement and Evaluation in Education**

The process of evaluation consists of the following three aspects:

- (i) Quantitative measurements
- (ii) Qualitative assessment
- (iii) Teachers' opinion

### **Evaluation and Measurement**

Evaluation is often confused with the term measurement and both terms are used synonymously. But both are not the same. Measurement stands for measuring the performance of the student at a particular scale. The pattern of measurement which is mostly followed in our assessment system relates to the marking on a scale of 0-100 marks.

Measurement = quantitative description

Evaluation = measurement + value judgement

### **Significance of evaluation**

1. Evaluation is an important component of the teaching-learning process
2. Motivates students to better learning
3. It diagnoses the strength and weaknesses of students
4. It judges the effectiveness of instruction
5. It helps in determining how far the learning objectives can be achieved
6. It determines the rate of progress of students
7. It helps in classifying students
8. It provides a base for certifying the students
9. It predicts the success of students in future

## **Functions of evaluation**

1. The evaluation assesses r make an appraisal of educational objectives, instructional materials, and performance of teachers and learners
2. Evaluation enhances the quality of the teacher
  - a. It helps the teacher to find out how far they have succeeded in their teaching
  - b. Evaluation helps the teacher to adopt appropriate instructional strategies
3. Evaluation helps in clarifying the objectives
  - a. Teacher will get a deeper insight into various aspects of the topic
4. Evaluation motivates the learner
  - a. Evaluation is continuous that gives immediate feedback and acts as a reinforcement
5. Guidance can be given based on evaluation
  - a. Evaluation makes the individual differences clear
  - b. Specific difficulties can be identified
6. Evaluation can help in bringing changes in the curriculum

## **Characteristics of evaluation**

The characteristics of evaluation are as follows:

- It is a systematic process.
- It measures the effectiveness of learning that experiences provide.
- It measures how far the instructional objectives have been achieved.
- It uses certain tools like tests, observation, interviews etc.
- It is a continuous process.
- It is a subjective judgment.
- It is philosophical.
- It includes quantitative description, qualitative description and value judgment.
- It gets data from measurement.
- It not only determines the magnitude but also adds meaning to measurement.
- It involves values and purposes.

## **Scope of Evaluation**

- ❖ Value Judgement
- ❖ Effectiveness of appraisal
- ❖ Provide a baseline for guidance and counselling
- ❖ Placement and promotions in jobs
- ❖ Development of attitude, interest, capability, creativity, originality, knowledge and skill.
- ❖ Development of tools and techniques.
- ❖ Process of Evaluation
- ❖ Development of curriculum and its revision
- ❖ Helpful for curriculum planning and administration to improve the curriculum pattern.

## Difference between Measurement and Evaluation

Measurement	Evaluation
Quantitative	Qualitative
Objective and Interpersonal	Personal and Subjective
Precise and scientific	Interpretative and Philosophical
Not a continuous process, occasional	Continues process

Educational assessment or educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, aptitude and beliefs to refine programs and improve student learning. Evaluation is a complicated process having three dimensions. These have been explained with the help of the following diagram:

### Steps in Evaluation Process

- i. Formulating and selecting Objectives
- ii. Defining the objectives
- iii. Developing the learning experiences
- iv. Devising and adopting assessment Procedures

### Different types of evaluation

In practice, the following two major categories of evaluation are used in the classroom setting. They are

#### Formative and Summative Evaluation

The evaluation that will continue with the instruction is formative evaluation and the evaluation which is done at the end of a course of instruction is known as summative evaluation. The formative evaluation is feedback to the students as well as the teacher. It helps the students in monitoring the progress of learning and teachers on the other hand can understand the efficiency of the teaching.

The main purpose of formative evaluation is to determine the degree of mastery of a given learning task. The learners and teachers are helped to improve the learning process. Formative evaluation is given at regular and frequent intervals.

The aim of summative evaluation is not to monitor the progress of the students during instruction, but it is to assess the overall performance of the students at the end of the course. It helps to assign course grades or certify pupils' mastery of the learning outcome. This ensures the students' promotion, selection etc. So summative evaluation is directed towards a much more general assessment of the degree to which the larger and more general outcomes of learning have been obtained over the entire course.

## **Scholastic and co-scholastic evaluation**

The evaluation procures that analyse the cognitive abilities of students are scholastic evaluations. For example, evaluation of knowledge, understanding, analysis and synthesis. The evaluation procedure which analyses the factors like physical health, habits, interest and attitude of students are co-scholastic evaluation.

The evaluation system involves:

- Evaluation of scholastic skills (subjects)
- Evaluation of co-scholastic skills (art education, work experience, health and physical education)
- Evaluation of personal and social qualities

## **Continuous and comprehensive evaluation (CCE)**

Evaluation has to be a very comprehensive system of evaluation which aims at many-sided developments of the personality of the child. 'The school of today's concerns itself not only with the intellectual pursuit but also with the emotional and social development of the child, physical and mental health, social adjustment and other equal

It is now agreed that evaluation is a continuous process, and forms an integral part of the total system of education. Several important aspects of the student's growth that cannot be measured by written examinations and other methods such as observation technique, oral tests and practical examinations have to be devised for collecting evidence.

The modern concept of evaluation suggests that it should be continuous. The students must be evaluated continuously throughout the academic year. The project works, practicals, collections, assignments, seminar internal examination etc. to be considered while evaluating the students.

The evaluation is also to be comprehensive. The traditional examination system evaluates the students' achievements in the scholastic area only but the success of an individual depends upon his overall development of individuality. Hence co-scholastic areas are also to be considered while evaluating the students. Students' achievement in sports and games, arts and work experience etc. should give due importance in evaluation. The personal and social qualities of the students are also to be considered to evaluate students' performance.

The 'continuous' and 'comprehensive' evaluation implies two interrelated usages. Continuous means evaluation of students throughout his academic career and comprehensive means evaluation of all aspects of the individual and group. However, it does not de-emphasise the importance of term-end evaluation. We can summarize the modern concept of continuous and comprehensive evaluation as follows:

## **Norm-referenced and Criterion-referenced evaluation**

Testing is done to measure the student's performance after teaching to find out whether the learning has taken place. Students' performance is generally reported in terms of marks or grades. The common practice prevailing in educational institutions is to compare

the performance of the student with certain norms ie, classroom, school, locality regional or national.

### **Norm-referenced evaluation**

The classroom test and standardised test that report the test performance in terms of an individual's relative position in the same group is called the Norm-referenced test. Most of our modern testing theories are based on this norm; where a good spread of marks is expected so that the selection and classification of students can be done.

Norm-referenced testing aims to rank the students in class rather than assess their attainment of special curriculum objectives. In norm-referenced measurement, a particular student's achievement is evaluated in terms of the comparison between his performance and the performance of other members of the group. It hardly gives any information regarding the attainment of objectives by the individual learner.

### **Criterion-referenced Evaluation**

In criterion-referenced tests, the performance of a student is described in behavioural terms without any reference to the marks obtained by other students in the group. Since a criterion or standard rather than a relative position in a normal group is used for describing test performance, such interpretation is called criterion-referenced.

In the context of mastery learning, the method of measurement known as the criterion-referenced test emerged. This type of testing emphasises that teachers should interpret the test results not as a comparison to the performance of the group, but in relation to a specific performance criterion.

### **Objective Based Evaluation**

Evaluations based on pre-determined objectives are called objective-based evaluations. Objective-based evaluation is designed to help teachers organise their curriculum and to present reading to pupils in small logically sequenced increments. Objectives of teaching constitute the pivot of any teaching procedure. Objectives tell us what the pupil is expected to do is the nature of the learning experience is determined by the objective under discussion. Hence learning experiences are objective based. So, developing a learning experience is the second stage in the process of teaching-learning. Objectives, learning experiences and evaluation are interrelated to each other.

Objective-based evaluation is based upon clearly defined objectives like knowledge, understanding, application and the like.

### **Competency-Based Evaluation**

The competency-based evaluation focuses on the outcomes of learning. CBE addresses what the learners are expected to do rather than what they are expected to learn about. CBE emerged in the US in the 1970s and refer to an educational movement and advocates defining educational goals in terms of precise measurable description of knowledge, skills, behaviours

which students should possess at the end of the course of study. The competency-based evaluation procedure is specifically constructed to check the proficiency of an individual in performing a skill in different situations.

### **Difference between Measurement, Assessment and Evaluation**

<b>Criteria</b>	<b>Assessment</b>	<b>Measurement</b>	<b>Evaluation</b>
Meaning	It is a process of improving the current performance of students	It is a process of assessing numbers to traits or objects	It is an act of passing judgement based on a set of standards.
Definition	According to Allen "Assessment involves the use of empirical data on student learning to refine programs and improve student learning"	According to Stevens "The assignment of numerals to objects and events according to a rule."	According to C.V. Good, "The process of ascertaining or judging the value or amount of something by the use of a standard appraisal includes judgemental in terms of internal evidence and external criteria."
Domain testing	It tests cognitive and affective domains	It tests the cognitive domain only	It tests all the domains of learning process.
Nature	It is diagnostic by nature	It is quantitative by nature	It is judgemental by nature
Orientation	It is process oriented	It is number oriented	It is product oriented
Aim	Improvement in teaching-learning process	Assign numbers only	Improvement in educative process
Results	Provides results regarding changes in behaviour for improvement	Provides only numerical results	Provides both numerical and descriptive results
Focus	It focuses on testing knowledge and skills	It focuses on testing a single aspect of personality which is knowledge	It focuses on all aspects of personality
Tools used	It uses achievement tests for its data	It uses tests for assigning numerals	It uses many tools like personality tests rating scales etc.
Modification	Modification can be brought in teaching-learning process	No modification	Fixed due to value judgement
Timing	Ongoing process	Depends on attributes	Final decisions





## Conclusion

The major function of a school is to facilitate learning and achieve the desired objectives. The role of the teacher is to transact them through different ways and means to achieve the objectives and bring about desirable modification in the behaviour of the child. An effective, goal-oriented, teaching-learning sequence contains clearly understood objectives, productive classroom activities, and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances. Assessment and evaluation are related to both instructional objectives and classroom learning activities and are indispensable elements in the learning process. They are useful for gathering data/information needed for various interests. The data can be used to make a decision about the content and methods of instruction, to make decisions about classroom climate, to help communicate what is important, and to assign grades. Among other techniques to do evaluation and assessment. The teachers can use tests to evaluate and assess, starting from the small one, incorporating evaluation into the class routine, setting up an easy and efficient record-keeping system, establishing an evaluation plan, and personalizing the evaluation plan

## References

Angelo, T. A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.

Centre for Teaching Excellence, University of Waterloo. Rubrics: Useful Assessment Tools. (n.d.). Retrieved August 17, 2015, from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubrics-useful-assessment-tools> opens in new window

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144.

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35 (5), 535-550

Suskie, L. (2009). *Assessing student learning*. (2nd ed.). San Francisco, CA: Jossey-Bass.