

ASSESSMENT OF LEARNING FIRST YEAR / SECOND SEMESTER

Objectives:

At the end of the course, the student teacher will be able to

- understand the basic concepts of Test, Assessment and Evaluation;
- acquire the knowledge of commonly used Tests in schools;
- understand the purpose of Diagnostic Test;
- develop Teaching Competency Assessment Scale;
- develop knowledge on Continuous and Comprehensive Evaluation;
- understand the Tools of Evaluation;
- understand the process of Standardization of Tests;
- identify the various types of Intelligence Tests;
- understand the various types of Personality, Aptitude and Interest Tests;
- understand the various aspects of Curriculum Evaluation;

UNIT I: BASICS OF MEASUREMENT AND EVALUATION (13 hours)

Test, Measurement and Evaluation - Concept, Meaning, Nature, Characteristics and Need. Measurement scales: Nominal scale, Ordinal scale, Interval scale and Ratio scale - Characteristics of good evaluation – Formative and Summative Evaluation –Uses of evaluation. Meaning and Definition of Evaluation approach - Steps in Evaluation approach -Techniques of Evaluation - Classification of Evaluation Tests - Educational purpose and objectives of Evaluation - Difference between Test and Examination.

Activity : Plan and construct an achievement test in one of the Pedagogy Subjects.

UNIT II: COMMONLY USED TESTS IN SCHOOLS (16 hours)

Meaning, Purpose and Construction of Achievement Test - Standardized Tests - Teacher -made Tests - Administration of an Achievement Tests - Scoring and Recording of Test Results - Norms and Interpretation of Test Scores - Question Bank - Types of Questions - Oral Tests: Oral Response Test and Oral Performance Test – Written Response Test - Practical Test - Broad Categories of Test: Aptitude Test, Ability Test and Achievement Test. Grading systems – Comparative / Relative Grading and Absolute Grading.

Activity : Prepare a question bank any of the core papers.

UNIT III: DIAGNOSIS RELATED TO ACHIEVEMENT

(13 hours)

Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests - Diagnostic Evaluation Versus Summative and Formative Evaluation. Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests.

Aim, Objective and characteristics of (CCE) - Continuous and Comprehensive Evaluation (CCE)– Scholastic area – Co-Scholastic area – Functions of Continuous and Comprehensive Evaluation – Recording and reporting: Measurement of students' achievements – Feedback as essential component of assessment.

Activity : Survey the continuous and comprehensive assessment practices followed in schools and prepare a report.

Unit IV: TOOLS OF EVALUATION

(17 hours)

Rating scale, Check list, Anecdotal records, Socio-Metric Technique, Interview , Opinionnaire, Questionnaire, Schedule, Attitude Scale, Test and Inventory - Use of test data: placement, promotion, grouping, diagnosis and remediation – Self reporting Techniques - Reflection as assessment technique for learning.

Criteria of Good Measuring Instrument - Test Construction : Item Writing, Item - Analysis - Test Standardization: Steps of Test Standardization - Validity – Reliability – Objectivity –Usability – Norms.

Construction and Standardization of Psychological Tests, Intelligence - its nature - Theories - Spearman, Thorndike, Thurstone and Guilford. Types of Intelligence Test - their functions and uses.

Activity : Administer an intelligence test on students of any class and interpret the results.

UNIT V: ASSESMENT OF PERSONALITY, APTITUDE, INTEREST AND CURRICULUM EVALUATION

(16 hours)

1. Psychometric Tests - Projective Techniques: Rorschach Inkblot Test, Thematic Apperception Test, Word Association Test and Sentence Completion Test – Situation Test and Personality Inventories - Measurement of Aptitude - DAT - Seashie's Musical Aptitude Test. Interest Inventories - Thurston's interest Schedule - Kuder's -preference record and Inventory.

2. Concept, Need, Importance and Sources of Curriculum Evaluation, Aspects of Curriculum Evaluation, Criterion Referenced Testing and Norm Referenced Testing - Methods of Curriculum Evaluation - Restructuring Curriculum.

Activity : Prepare a Teaching Competency Assessment Scale for Pre teachers.

SUGGESTED READINGS

- Agarwal, Y.P. (1990), Statistical Methods – Concepts, Applications and Computation, New Delhi : Sterling Publishers Pvt. Ltd.
- Bloom, Benjamin S., et.al (1971): Handbook on Formative and Summative Evaluation in Student Learning. U.S.A: McGraw Hill.
- Bean, K.L. (1953), Construction of Educational and Personal Tests, New York, McGraw Hill Book Co.,
- Cronback, L.J., (1970), Essentials of Psychological Testing 3rd ed., New York; Harper and Row.
- Ebel, Robert L., (1979), Essentials of Educational Measurement, London, Practice Hall International Inc.
- Ebel, Robert L. and Frisbie, David A., (1991): Essential of Education Achievements, New Delhi : Prentice Hall of India.
- Fredrick, Davis B. (1981). Educational Measurement and their interpretation, Belmont : Woodworth Publishing Company Inc..
- Harper, A. Edwin J, and Harper, Erika S. (1992). Preparing Objectives Examinations, A Handwork for Teachers, Students and Examiners, New Delhi : Prentice-Hall of India.
- Nunnally, Jume, (1964). Educational Measurement & Evaluation, New York; McGrawHill Book Company.
- Singh.P. (1989). Scheme of Continuous Comprehensive Evaluation for Navodaya Vidyalayas, Navodaya Vidyalaya Samiti, MHRD, New Delhi.
- Srivastava, H.S. (1989). Comprehensive Evaluation in School, NCERT, New Delhi