

# A COMPREHENSIVE STUDY OF EVALUATION IN EDUCATION

**Pawan**

*Research Scholar, P.N.G. Govt. Post Graduate College, Ramnagar, Kumaun University, Nainital*

**Neha**

*M.Com., B.Ed. (CTET), Faculty of Pratham International School, Rewari*

## **Abstract**

*Evaluation is a more comprehensive term that includes testing and measurement and also a qualitative description of the pupil's behaviour. It also includes value judgement regarding the worth or desirability of the behaviour being measured or assessed. Evaluation is an ongoing process, not a one-time event. It aids in the formation of students' values of judgment, educational standing, and accomplishment. Evaluation, in one form or another, is unavoidable in teaching and learning, as judgments must be made in all areas of educational activity. Evaluation assists in the development of an educational program, the assessment of its accomplishments, and the enhancement of its efficacy. It also gives useful feedback on the program's design and implementation. A quality, attribute, or variable of an item or a person is always measured. It performs a number of tasks in educational systems, including educational quality control and the selection of higher-quality institutions. The purpose of this study is to examine how educational evaluation is described in terms of interaction with three important components of the educational process. We discussed the need, characteristics, and role of evaluation. The term evaluation, assessment, and measurement are also defined to help distinguish these concepts. Finally, we found that evaluation is a comprehensive term that is essential to a successful teaching-learning process.*

**Keywords:** *Continuous, Comprehensive, Development, Education, Evaluation.*

## **INTRODUCTION**

Evaluation is an essential part of the teaching-learning process. It assists instructors and students in improving their teaching and learning. Evaluation, specifically educational evaluation, is a set of actions aimed at assessing the overall performance of the teaching-learning system. Evaluation includes all of the interaction features of the three major elements that comprise the entire teaching-learning system. We are well aware that the teaching-learning process comprises the interplay of three major elements: objectives, learning experiences, and learner appraisal. Evaluation is a purposeful, cyclical process of collecting, analysing, and interpreting relevant information in order to make educational decisions. Evaluating is a necessary part of life. In education, evaluation is very significant since only through evaluation can a teacher assess students' growth and development, changes in their behaviour progress in the classroom, and the efficacy of her/his own teaching in the classroom. In a nutshell, evaluation has become an essential component of any teaching and learning environment. In reality, evaluation is critical in determining

what students learn and what teachers teach. It has a considerable effect on our educational system. *National Curriculum Framework for School Education, 2000.*

***“Teaching for successful learning cannot occur without high quality evaluation.”***

Evaluation is an important part of the educational process. Evaluation is the process of making decisions on student learning and accomplishment, performance, and continuing education. In education, assessment often takes the form of measuring student achievement of course outcomes and information obtained, as well as the quality of student performance. With this assessment, learning needs can be identified, and additional instruction can be given to help students learn and develop competencies. Evaluation, especially educational evaluation, is a set of actions aimed at determining the overall efficacy of a teaching-learning system. Evaluation is the gathering, analysis, and interpretation of data regarding any aspect of an educational programme as part of a recognised procedure for determining its effectiveness and efficiency.

The terms “assessment” and “evaluation” are commonly used interchangeably. An evaluation is used to compare the quality of a performance or a work output to a set of criteria. The essence of evaluation is that a mentor appreciates assisting a mentee and is ready to put in the time necessary to offer excellent feedback that will improve the mentee’s future performance. In terms of educational programmes, assessment entails gathering data prior to the development of the programme, throughout the development process to give a foundation for continuous modification, and after the programme has been implemented to assess its efficacy. First and foremost, the instructor must be aware of the educational goals and objectives. More precisely, the instructor must develop instructional objectives for distinct lessons within a subject’s systematised and rearranged curriculum. Second, the instructor should be able to design effective communication channels. Finally, the instructor will assess the extent to which these goals have been fulfilled.

Evaluation is an essential component of any teaching and learning programme. In fact, there can be no teaching or learning without evaluation. Both teaching and evaluation are based on instructional objectives, which guide them. The diagram below depicts the interrelationship of objectives, instructional process or learning experience, and evaluation in a teaching program:

***Instructional objectives***

***Evaluation***

***Learning experience***

The teacher evaluates not only how far the student has progressed toward the teaching objectives but also the effectiveness of the learning experience, methodologies, and materials used to achieve those objectives.

### **Definition of Evaluation**

**Tyler (1950)** defined evaluation as “a systematic process of determining the extent to which educational objectives are achieved by pupils”.

**Stufflebeam (1973)** “Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.”

**American Evaluation Association (2014)** “Evaluation is a systematic process to determine merit, worth, value or significance.”

Evaluating does not always take place at the end of a course. We want to know not only whether a student has developed a specific ability stated in the educational objectives, but also how far they have progressed during the course of teaching and learning. As a result, it is a continuous process.

### **CHARACTERISTICS OF GOOD EVALUATION**

**Validity:** The degree or extent to which a tool actually, accurately, efficiently and infallibly measures what it is supposed to measure. The major categories of validity that must be met by a tool for evaluation are content validity, predictive validity, construct validity, congruent validity, factorial validity, criterion-related validity, and others.

**Reliability:** The degree of consistency and precision with which an instrument measures what it is designed to measure is referred to as its reliability. The consistency or stability of scores received by the same person under different examining settings.

**Objectivity:** A tool is said to be objective if it is free of personal bias in both understanding its scope and rating the replies. One of the primary prerequisites for maintaining all the other qualities of a good life is objectivity.

**Practicability:** In terms of cost, time, and simplicity of application, evaluation techniques should be reasonable, practical, and efficient. It may be an appropriate process for evaluation, but it may not be implemented. This is not something to be promoted.

**Fairness:** All students should be evaluated fairly. This can be accomplished by appropriately reflecting on a variety of expected behaviors, as described in the course objectives. To ensure fairness in evaluation, students should be made aware of how they will be assessed. This implies that students should be given information concerning evaluation, such as the nature of the items to be assessed and the format and structure of the exam.

**Usefulness:** The evaluation feedback must be made available to the students in order for them to show their present strengths and weaknesses. Students can think of ways to develop themselves if they are aware of their strengths and weaknesses. All of the criteria for their improvement should be discovered during the evaluation.

### **NEED AND IMPORTANCE OF EVALUATION**

In the teaching-learning process, evaluation is inevitable. It is inevitable in classroom education, as it is in other domains of activity, when decisions must be taken, regardless of how basic or complicated the issues are involved. Evaluation is a necessary step in the decision-making process. The requirement for assessment is so inherent in the teaching-learning scenario that even a cursory examination appears to point to the benefits of systematic use of planned evaluation. Teachers may make better evaluative decisions with the support of evaluation. All of us are aware that we carry out activities in various aspects of the teaching-learning process, like:

- i. Complete all of the objectives in the classroom.
- ii. Determine if students have learning disabilities.
- iii. Determine your preparation for new learning opportunities.
- iv. Form students' classroom groups for special activities.
- v. Assist students who are having difficulty adjusting.
- vi. Develop progress reports for students.

### **ROLE OF EVALUATION**

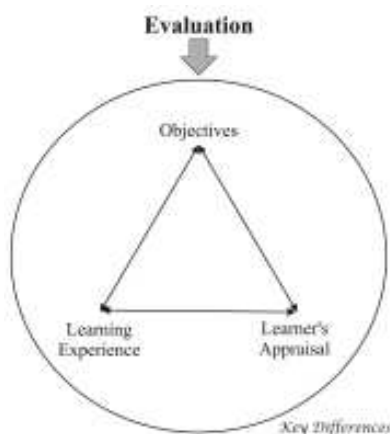
The evaluation procedure is extremely important in the teaching-learning process because it aids in the creation of learning objectives, the design of learning experiences, and the evaluation of learner performance. Aside from that, it is quite beneficial in terms of improving teaching and the curriculum. It holds society, parents, and the educational system responsible.

**Teaching:** The purpose of evaluation is to examine the efficacy of teaching, instructional strategies, methods, and techniques. It gives teachers feedback on their teaching and learners' feedback on their learning.

**Society:** Evaluation holds society responsible for the needs and learning processes of the employment market.

**Curriculum:** Evaluation contributes to the enhancement of the curriculum, tests, and instructional materials.

**Parents:** The most visible form of evaluation is the perceived requirement for frequent reporting to parents.



The concept of a simple representation of the function of assessment in the teaching-learning process includes four distinct aspects: objectives, learning experiences, learner appraisal, and the interaction between the three.

#### Types of evaluation

According to functions	According to nature of reference	According to purpose	According to grades
1. Placement	1. Norm-referenced	1. Diagnostic tests	1. Direct
2. Formative	2. Criterion-referenced	2. Aptitude tests	2. Indirect
3. Diagnostic		3. Achievements tests	
4. Summative		4. Proficiency tests	

**Placement Evaluation:** The key word that is used for placement assessment is “entry behaviour.” Evaluation of entry behaviour is done just before teaching starts; a teacher should know the previous knowledge of students. This helps teachers organise teaching-learning activities according to the previous knowledge of learners. The future success of the instructional process depends on the success of the placement evaluation.

**Formative Evaluation:** The aim of this evaluation is to provide feedback on the students’ progress by identifying learning gaps and weak points. The teacher can then put together remedial programmes for them. Formative evaluation is done continuously throughout the course period. Formative evaluation also provides feedback to teachers on the effectiveness of their teaching methods, allowing them to improve their instruction. It can also reveal information about the effectiveness of course content and teaching materials.

**Diagnostic evaluation:** The main purpose of diagnostic evaluation is to find out the underlying cause of weakness in a student’s learning, but it is also needed even prior to instruction in order to place the student properly by looking at her level of achievement. This helps the teacher correct the problems immediately, thereby improving the course. The diagnostic goes a step further and tries to provide an explanation for the possible causes of the problems in learning.

**Summative evaluation:** It is conducted at the end of a course of instruction to determine the extent to which the previously set objectives have been achieved. In other words, it is the assessment of students' accomplishments at the end of a course. Summative evaluation generally includes oral reports, projects, term papers, and teacher-made achievement tests, and it shows how good or how satisfactory the students are in accomplishing the objectives of instruction.

**Norm-referenced evaluation:** A norm-referenced exam is used to determine an individual's standing in relation to the performance of other people on the same test. It is commonly used in competitive tests. It is an effort to interpret the test results in terms of the performance of a certain group. This group is a "norm group" since it acts as a reference point for making decisions.

**Criterion-referenced evaluation:** A criterion-referenced evaluation is used to determine an individual's standing in relation to a certain accomplishment domain. Thus, criteria evaluation establishes an individual's standing in relation to well-defined criterion behaviour. A criterion-referenced assessment or exam is used to assess objectives, which is why it is referred to as an "objective-based test." The objectives are measured in terms of student behavioural changes.

**Diagnostic test:** These exams assist us in identifying "areas of learning" in which a learner may require remedial instruction and give us a profile of what the learner knows and does not know. A diagnostic test may consist of a battery of sub-tests to cover different topics.

**Aptitude test:** Aptitude tests primarily have a predictive purpose in that they assist us in identifying potential skills and desired attributes that are required for a person to be competent to accomplish a given activity. These assessments are commonly used to choose candidates for particular courses.

**Achievement tests:** As the name implies, such examinations attempt to assess the extent to which a course's objectives have been achieved. The normal end-of-course exam may be used as an example of an accomplishment test.

**Proficiency tests:** These tests are used to determine a person's overall ability at a certain particular time. A justified exception to the ability standards for learners of a certain status (matriculated or graduates) should regulate their reach.

**Direct grading:** In direct grading, an individual's performance is evaluated in qualitative terms, and the examiner's assessment of that performance is immediately reflected in letter grades. Direct grading has the advantage of reducing inter-examiner variability. Transparency is lacking in direct grading.

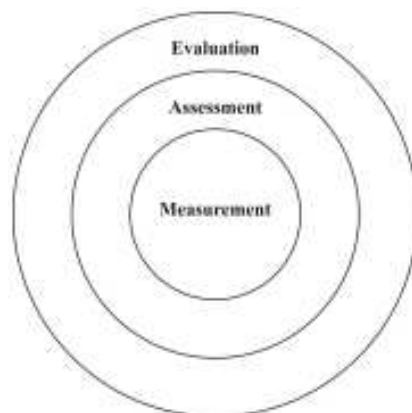
**Indirect grading:** An examinee's performance is first evaluated in terms of marks and then converted into letter grades using various approaches. There are two types of indirect grading:

- **Absolute grading:** It is a classic method of evaluation based on a predetermined standard that serves as a benchmark for evaluating student achievement. It entails converting marks directly into grades, regardless of the distribution of marks in a topic.
- **Relative grading:** Relative grading is commonly used in public exams. In this method, a student's grade is determined not by her own achievement but by the group's performance. "Grading on the curve" is a popular term for this kind of grading.

**Measurement:** As the description says, the measuring process entails performing real measurements in order to establish a quantitative meaning for a quality. Measurement is therefore the act of assigning numerals to objects, quantities, or events in order to quantify such features. To determine a child's success in the classroom, you must collect quantitative measures of the child's individual scores. The process of quantification is involved in measurement. Quantification specifies the degree to which a specific property is present in a given object. It has been observed that measurement in any field always involves three essentials:

- i. Identifying and defining the quantity attribute or variable is to be measured.
- ii. Determining the set of operations by which the attribute or variable may be made perceptible.
- iii. Establishing a set of procedures for translating observations into quantitative statements of degree, extent, or amount.

Thus, we may conclude that evaluation entails both assessment and measurement. It is a broader and more encompassing concept than evaluation and measurement. It can be represented as:



Hence, the evaluation process is quite comprehensive and it is very much desired for effective teaching and learning.

**Assessment:** The word assess comes from the Latin word assessor, which means “to sit by or help the judge.” Therefore, it becomes reasonable in evaluation studies to extend the word assessment to the act of acquiring data and transforming it into an interpretable form. A judgement may then be formed on the basis of this assessment. Assessment in the classroom refers to all methods and outputs used to reflect the nature and extent of students' learning. This also considers the degree of correlation between such learning and the instructional objectives. Some experts contend that while evaluation is often used when the subject is not a person or group of people but the efficacy or technique or teaching, assessment is generally used for assessing or deciding on personal attributes. A variety of instruments are frequently used to get measurement data from multiple sources. These include tests, aptitude tests, questionnaires, observation schedules, etc.

**Brookhart and Nitko (2019)** identified five guidelines for effective assessment:

1. Identify the learning objectives (outcomes or competencies) to be assessed.
2. Use multiple assessment strategies and indicators of performance for each outcome.

3. Keep in mind the limitations of assessment when interpreting the results.
4. Match the assessment strategy to the learning goal.
5. Meet the students' needs.

### **CONCLUSION**

Evaluation is an essential component of every educational system. It is a systematic procedure used in the classroom or school to develop skills with the information they need to make crucial decisions. A successful, goal-oriented teaching-learning sequence includes clearly defined objectives, classroom activities, and sufficient feedback to make students aware of their own strengths and weaknesses. Teachers should be well-versed in the concept of evaluation and the techniques for assessing in order to make their teaching more purposeful and successful. Assessment and evaluation are essential components of the learning process because they are linked to both instructional and learning outcomes. They should understand the goals that will be utilized to test them most effectively and how to use evaluation to make judgments. An evaluation is used to compare the quality of a performance or work product against a standard. Hence, we came to the conclusion that evaluation is a broad term that is critical to an effective teaching-learning process.

### **REFERENCES:**

- Bloom, B.S., et al. (1970) Handbook on Formative and Summative Evaluation of Student Learning, New York, MC Geaw-Hill.
- Gronlund, N.E. (1981) Measurement and Evaluation in Teaching, The MacMillan Company, New York.
- Julian, C., Stanley and Hopkins. Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India Pvt. Ltd.
- Srivastava, K.S. (1989): Comprehensive Evaluation in School, NCERT, New Delhi, India.
- Reynolds. R et al. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Private Limited.
- Tomás de Aquino Caluyua Yambi (2018), Assessment and Evaluation in Education <https://www.researchgate.net/publication/342918149>
- Dr. Bob Kizlik (2012) Measurement, Assessment, and Evaluation in Education <http://www.adprima.com/measurement.htm>
- <https://www.tetsuccesskey.com/2014/12/evaluation-types-characteristics-ctet.html>