E-Content

Instructional Media Centre
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Subject / Course – English

Paper   :   Aspects of Language

Module Name/Title   :   Testing & Evaluation

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Need for Testing & Evaluation

- Testing & Evaluation is a **comprehensive and multi-dimensional process**.

- It is very essential in the **teaching and learning process.**

Need for Testing & Evaluation

- It gives us an **understanding of the existing learning behaviour** in order to explain, design and modify the learning experiences.

- It also gives effectiveness of the instructional material in terms of **validity, feasibility** and **sustainability** for the students.

Need for Testing & Evaluation

- In short, it examines the **entire teaching-learning situation** and important factors that contribute to the learning.

- Finally, it offers **recommendations after evaluating the terminal behaviour.**

Definition of the terms: Test, Measurement & Evaluation

The terms, **Test, Measurement** and **Evaluation** are often used synonymously, but are distinct.

Test

- **Test**: Test is a tool of measurement designed to elicit a **specific sample of an individual behavior**.

- Test is tool of measurement that **quantifies characteristics of an individual**.

Example: TOEFL

Measurement

- **Measurement**: Measurement is the process of quantifying the **characteristics of persons according to explicit procedures and rules**.

- Quantification involves the assigning of numbers in order to analyze and interpret skills or abilities.

- **For example**: when we say, a student reads 300 words per minute, we are measuring the reading speed of the student and assigning a numeral (300) to the skill of reading.

Measurement

- **Physical attributes** : height & weight **(observed directly)**

- Certain traits can only **observed indirectly** such as

  ✓ **Aptitude**

  ✓ **Intelligence**

  ✓ **Motivation**

  ✓ **Attitude**

  ✓ **Fluency** in **Speaking**

  ✓ or **Achievement** in **Reading Comprehension**

Evaluation

Evaluation: Evaluation is the process of determining the changes in behavior through instruction.

✓ Evaluation is a **continuous process**

✓ Evaluation is the **collection of reliable and relevant information**

Evaluation

Evaluation involves the following procedural steps:

1. **Specification of objectives** of an area to an observable or measurable degree.

2. **Development and use of variety of tools** to get evidence of the level of achievement of each objective.

Evaluation

3. **Summarizing and interpreting** the outcome of the measurement.

4. Use of these details to improve **curriculum, teaching and guidance or to certify.**

Evaluation-Definition

- **Weiss(1972)** defines Evaluation as,

    "the systematic gathering of information for the purpose of making decisions."

Evaluation-Definition

- **Ronald Doll(1992)** defines evaluation as

" *a broad and continuous effort to inquire into the effects of utilizing content and process to meet clearly defined goals.* "

Evaluation-Definition

- **Bruce Tuckman** has defined evaluation as,

  "the means of determining whether the programme is meeting its goals: that is, whether ….. A given set of instructional inputs match the intended or prescribed outcomes"

Evaluation-Definition

- **Bloom**(**1971**) defines Evaluation is

  " *a system of quality control in which the effectiveness of each step of teaching is determined and alternative procedures, if needed are initiated*"

Evaluation

Evaluation is both **quantitative and qualitative process** that concerns with the teaching and learning in a given situation.

Types of Evaluation

1. **On-going/Continuous /Formative Evaluation**

2. **Terminal /Summative Evaluation**

ON-GOING/CONTINUOUS /FORMATIVE EVALUATION

- **Formative Evaluation** gives a regular feedback at every stage of programme:
    - ✓ **Planning**
    - ✓ **Preparation**
    - ✓ **Production**
    - ✓ and **Application**

Formative Evaluation

- **Formative Evaluation** can be applied to any of the teaching and learning processes :

  - ✓ **Designing syllabus**

  - ✓ **Curriculum**

  - ✓ **Methodology**

  - ✓ **Materials**

  - ✓ **Teaching & Learning**

Formative Evaluation

- **The tools** used in Formative Evaluation are:

  ✓ **Questionnaires**

  ✓ **Observation schedules**

  ✓ **Checklists**

  ✓ **Self-assessment forms**

  ✓ **Interviews**

  ✓ **Diaries**

  ✓ **Tests etc.**

Summative Evaluation

- At the **completion of a programme to see the success.**

- It takes into consideration, **the regular periodic evaluation along with the total evaluation.**

- It is the **final judgment of the performance of the students.**

Summative Evaluation

The tools used in **Summative Evaluation** are:

- ✓ **Examinations**

- ✓ **Tests**

- ✓ **Term-end exams**

TOOLS OF EVALUATION

QUALITIES OF A GOOD TEST

- The effect of testing on teaching and learning should always be **good** and **beneficial**.

- If the testing is at variance with the objectives of the course, the effect is likely to be harmful.

- Therefore, a teacher should be careful while designing a test.

- Teacher should ensure that the test is free from all bias.

FEATURES OF A GOOD TEST

- A good test is **Valid. Validity is not general but specific.**

For example: If a test of Pronunciation measures pronunciation, it is a valid test. Instead if it measures Grammar & Vocabulary, it is not a valid test.

- A good test is **Reliable.** *Reliability is general rather than specific.* (Testing the same item-same results)

- A good test ensure scoring

FEATURES OF A GOOD TEST

- A good test is that which suits the conditions and overcome all the practical problems.

- A good test is one which is more ***Practical & Economical***. It measures what we want in reasonable time in given situation.

FEATURES OF A GOOD TEST

- A good test represents the **full scope of syllabus and what is specified in objectives of learning**.

- A good test **meets the needs of all the students** at different levels of difficulty and the questions are more precise and clear.

TYPES OF TESTS(5)

1. **Achievement Tests**

2. **Proficiency Tests**

3. **Diagnostic Tests**

4. **Placement Tests**

5. **Aptitude Tests**

Types of Tests

- **Achievement Tests**: These tests are directly related to the syllabus taught or language courses offered.

- They measure the skills that students have acquired during the course.

- Achievement Tests serve many purposes, the main one being assessing the learner's abilities.

Types of Tests

- **Proficiency Tests**: These are designed to measure **students' general abilities in language** which teacher expected to know at a given level.

For Example:

- ✓ **TOEFL**

- ✓ **Cambridge Examinations**

- ✓ **Machigan Test of English Proficiency**

Types of Tests

- **Diagnostic Tests**: As the name itself suggests, these tests aim at, identifying students strengths and weaknesses.

- **Diagnostic Tests** used to identify the absence or presence of a specific skill in the student.

Types of Tests

- **Placement Tests**: These tests help us in giving information of the students in teaching programme that would suit their abilities.

Types of Tests

- **Aptitude Tests**: These tests are constructed to assess proficiency in language use itself (Skills needed to learn a language)

- *Proficiency Tests* have a relation to future non-language performance and an aptitude test is concerned with the innate aptitude for language learning.

Approaches to Testing

- **Direct** versus **indirect testing**: Direct test(write a composition) & Indirect test (Identifying Mistakes)

- **Discrete point** versus **integrative testing**: Discrete (only one item-grammar or vocabulary) & Integrative –all important language items-writing a composition)

Approaches to Testing

- **Norm-referenced** versus **Criterion referenced testing**: Norm-referenced(Students' performance) & Criterion referenced (to classify according to students' performance)

- **Objective** versus **Subjective Testing**

- **Computer adaptive Testing**

Techniques of Testing

- **Multiple choice items**

- **Yes/No & True/False items**

- **Gap filling items**

- **Short answer type questions**

- **Essay type questions**

Techniques of Testing

- ✓ Testing **Vocabulary**

- ✓ Testing **Grammar**

- ✓ Testing **Pronunciation**

- ✓ Testing **Listening**

- ✓ Testing **Speaking**

- ✓ Testing **Reading**

- ✓ Testing **Writing**

- ✓ Testing **Content**