



# S.T. COLLEGE of Education

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**Subject: - Assessment For Learning.**

**Subject Code: - C-09**

**Unit: - 1<sup>st</sup>**

**Topic: - Concept of Assessment, Measurement, Evaluation and Examination**

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## **Concept of Measurement**

Measurement (Quantitative) (related with numbers) - It measures a particular aspect of a person's behaviour in quantitative form.

According to -

- **Remmers, Gaze and Rummel** - Measurement refers to observations that can be expressed quantitatively and answers the question "how much".
- **Mahesh Bhargava** - Measurement is a process of assigning symbols or numerals to observations, objects or events in some meaningful or consistent manner according to rule.

Measurement is nothing but a process of quantification, i.e., assigning units of measurements or numeral values to the types of characteristics observed in the behaviour or nature of an individual or object during some observation or testing.

In measurement, we

- select and define the traits
- determine the set of operations
- quantify the traits.

## Characteristics of Educational measurement -

- There is no absolute zero point in measurement. i.e., we can't assign zero value to a trait.
- Scale of measurement is not same for everyone.
- We cannot guess exactly about a particular trait.
- We can only measure a trait during some activity or task but cannot do so directly.
- It provides a pure measurement of traits.
- Measurement is helpful during the process of Evaluation.
- Measurement is more helpful than the subjective evaluation.

## Concept of Evaluation

Evaluation (Educational and non-Educational - Both aspects) - It considers elements which are helpful in balanced development. Evaluation is a quite comprehensive and broad concept.

According to

- **Carter V. Good** - Evaluation is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal.
- **Kothari Commission** - It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education and is ultimately related to educational objectives.
- **NCERT** - Evaluation is a process of determining the extent to which an objective is being attained, the effectiveness of the learning experiences provided in the classroom, how well the goals of education have been accomplished.
- **Quillen and Hanna** - Evaluation is a process of gathering and interpreting evidences on change in behaviour of the students as they progress through school.

## Objectives of the Evaluation -

- It provides information regarding behavioural change in the children.
- It helps to plan different educational activities for students and teachers.

- It informs the teacher about the progress and learning of the students.
- It helps to understand needs and skills of the students.
- It gives information regarding difficult objectives.
- It evaluates ability and skills of teachers too.
- It informs us about how much educational objectives have been achieved.

### **Characteristics of Evaluation -**

- It is a continuous process.
- It is a more comprehensive term than measurement.
- It is not confined to classroom only.
- It provides quantitative as well as qualitative description of the outcomes of teaching-learning process.
- Students can self-evaluate themselves.
- Evaluation leads to the improvement of educational process.

### **Functions or Utilities of Evaluation -**

- To test achievement of pupils.
- To attain success in teaching.
- It clarifies objectives.
- It is helpful in the classification of students so proper care can be given to them.
- It acts as incentives in the process of learning for students.
- It is helpful in providing guidance to students.
- It helps us to bring essential changes in the curriculum.
- It is helpful in improving overall personality of the student.
- It provides data for research.

### **Importance of Evaluation -**

- It informs students about their abilities.
- It informs us about the achievement of the objectives.

- It provides information regarding student's achievement.
- It provides information regarding attainment of learning experiences.
- It is important for the change in teaching progress.
- It is helpful in giving guidance to students.

### Concept of Assessment:-

Assessment (Qualitative as well as Quantitative) - By assessment, we often mean to have a proper value judgement or worth of a thing, person or process. The quantitative as well as qualitative aspects of its worth are very much involved in doing assessment of a thing or process. In this way, the term assessment is more comprehensive than the term measurement.

According to -

- **Huba and freed** - It is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences.
- **Palomba and Banta** - Assessment is a systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development.

In the field of education the term assessment in reference to the searching or judging of the achievements or performances of the students is very much utilized as to take a wholesome consideration about the value or worth of a particular student by making use of quantitative and qualitative description of their achievement and performances regarding a particular course of learning during a specified time.

### Values of assessment -

- Assessment should be valid - It should assess what it is that we really want to measure.
- Assessment should be reliable - All assignments should be marked to the same standard.
- Assessment should be fair - Students should have equal opportunities to succeed even if their experiences are not identical.
- Assessment should be equitable - It should not discriminate between students.

- Assessment should be formative - Tell students their weak areas.
- Assessment should be timely - Multiple times during the course.
- Assessment should be incremental - Starting from small units and gradually leading to final exam.
- Assessment should be challenging.

### Tools of assessment -

Assessment of a student can be carried out by different tools. Some of these tools are -

- **Portfolio (Dossier)** - Record of all activities by a student. It is maintained per student.
- **Assignments** - Classwork's, HomeWorks, Projects.
- **Behaviour development of a student.**
- **Observation** of students during teaching.
- **Checklists**
- **Rating scale** - How good the work of a student is. e.g., Excellent, Good, Poor etc.
- **Self-Assessment** - Students evaluate their own progress.
- **Interview of students** - Questions, Viva- voce etc.
- **Models made by students** - Painting, Science Model, Situation Discription Essay etc.
- **Oral Examination**
- **Written Examination** - Semester exam, Unit tests, Class tests etc.
- **Daily diary of a teacher.**

### Concept of Examination

Examination - The word '*examination*' is formed out of the word '*examine*'. The term '*examine*' in turn is derived from the Latin word '*examen*' which means the pointer of a balance. So, examination means to weigh the achievement of the learners and to know whether they have achieved a certain standard of learning of the subject they have been taught by the teacher in the classroom.