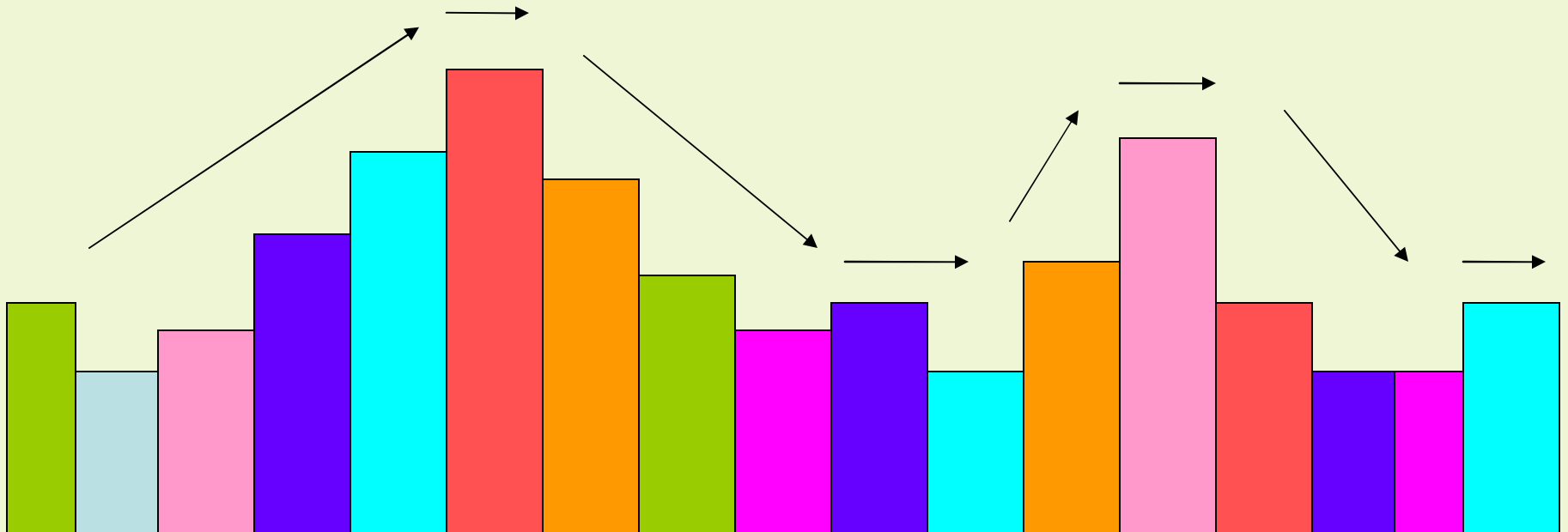


EVALUATION : TECHNIQUES & TOOLS

➤ **OBSERVATION**

➤ **PROJECTS**

➤ **QUESTIONS**



Techniques & Tools of Evaluation

Following factors need to be considered while using a tool:

- Balance
- Objectivity
- Discrimination
- Relevance
- Fairness
- Validity
- Speed
- Reliability

Specific Tools

Anecdotal Record	Rating Scale	Aptitude	Inventories	Teacher Made and standardised Tests
<ul style="list-style-type: none">• It is used to assess past behaviour of the students.	<ul style="list-style-type: none">• It is used to classify opinions and judgements regarding situations, objects etc.	<ul style="list-style-type: none">• They are used to measure the potential performance and special ability of students.	<ul style="list-style-type: none">• They are used to assess the expression of the inner feelings of individuals through questionnaires etc.	<ul style="list-style-type: none">• These are used to measure in numerical terms the attainment of students in various school subjects.

Techniques & Tools of Evaluation

1. Observation

Information can be best collected about children in '*natural*' settings akin to classroom situation. Observations about learners in the course of teaching is maintained by the teacher. Other information is based on planned and meaningful observation of students on activities /tasks.

Advantages of Observation

- Various aspects of personality development can be assessed through observations.
- Can be used to assess an individual as well as groups.
- Assessments can be made during varying time periods.
- Evidence of child's performance/knowledge is based on an '*on-the-spot record*'. Over time, detailed observations of behaviour as well as interests, challenges, - patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.

Checklists for observation in various subjects

1.4.1 Using a Checklist for Observation in English

(e.g. Debate)

• Does the child have appropriate knowledge of the content?	Yes / No
• Does the child put forth an argument convincingly?	Yes / No
• Does the child speak fluently with proper diction and pronunciation?	Yes / No
• Is the child able to contradict a given point?	Yes / No
• Does the child take criticism positively?	Yes / No

1.4.2 Observation In Social Science using a Checklist

(Group discussion on the situation given)

• Does the child have appropriate knowledge about the situation?	Yes/ No
• Does the child possess understanding and creative skill ?	Yes/ No
• Is the child able to provide suitable solutions to the related problems and contemporary issues?	Yes/ No
• Does the child show his leadership skills and take criticism positively during group discussion?	Yes/ No

Checklists for observation in various subjects

1.4.3 Observation In Science using a Checklist

(e.g. Experiments)

• Is the child inquisitive about different phenomena around us?	Yes/ No
• Can the child draw inferences from an activity?	Yes/ No
• Can the child think logically and rationally?	Yes/ No
• Is the child able to set up the right apparatus?	Yes/ No
• Is he able to use the appropriate technique to perform the experiment?	Yes/ No
• Is the child able to use the material and apparatus correctly?	Yes/ No
• Is the child able to achieve the desired result?	Yes/ No

1.4.4 Observation In Maths Using A Checklist

• Does the child have good understanding of the concepts?	Yes / No
• Has the child worked with precision, neatness and accuracy?	Yes / No
• Can the child interpret word problem into mathematical form?	Yes / No
• Can the child think logically and rationally?	Yes / No
• Can the child interpret data?	Yes / No

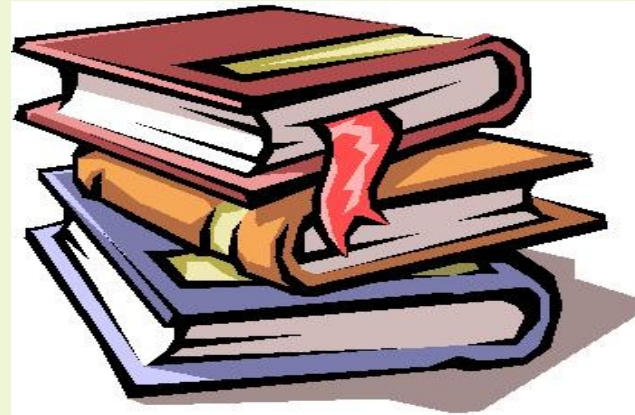
PROJECTS

These are undertaken over a period of time and generally involve collection and analysis of data. Projects are useful in theme-based tasks to be completed as class work and/or homework in groups. They can be open ended or structured and can be both individual or group projects. They should be based on contexts outside the textbooks and related to the child's environment/ culture / lifestyle/ community based social programs.

Advantages of Projects

- Provide opportunities to explore and work with one's hands.
- Observe, collect data, analyze, organize and interpret data and draw generalizations.
- Provides an opportunity to work in groups and in real life situations.
- Helps develop a positive attitude towards group work, sharing and learning from each other.

PROJECTS : SUBJECT WISE



2.4 Checklist for Projects in English

• Has the child done enough research and collected relevant content?	Yes / No
• Does the work reflect creativity and aesthetic skills?	Yes / No
• Does the presentation show the understanding of the concept?	Yes / No

2.4.2 Checklist for Projects in Social Science

• Does the child possess knowledge about the content of the project?	Yes / No
• Does the child exhibit aesthetic skills ?	Yes / No
• Does s/he understand the concept of his project?	Yes / No

PROJECTS : SUBJECT WISE



2.4.3 Checklist for Projects in Science

• Does s/he have an understanding of the concept?	Yes / No
• Is the content relevant?	Yes / No
• Has the child used appropriate material and methodology?	Yes / No
• Is the project based on experimentation or survey or Case Study?	Yes / No
• Has the result been interpreted appropriately?	Yes / No
• Is the work applicable to real life situations?	Yes / No

2.4.4 Checklist for Projects in Maths

• Is the approach towards the project original?	Yes / No
• Is the content and information authentic and relevant?	Yes / No
• Is the presentation of the project done aesthetically?	Yes / No
• Is the project supported with proper write-up?	Yes / No
• Has the result been interpreted appropriately?	Yes / No

QUESTIONS : ??????

An excellent way of finding out what children know, think, imagine, and feel. The learners can be assessed through questions and problems. Even the ability to make a set of questions for given answers is a valid test of learning. A teacher can in the course of teaching as part of formative Assessment come to know of learning difficulties in children by asking questions that make children think.

3.1 Characteristics of a good question:

3.1.1 Objective based:

A question should be based on a pre-determined objective and should be framed in such a way that it tests the objective effectively.

3.1.2 Instructions:

It should specify a particular task through the instructions. For this, appropriate directional words should be used, and structured situation should be given.

3.1.3 Scope:

It should indicate the limit and the scope of the answer (length of the answer) in accordance with the estimated time and marks allotted to it.

3.1.4 Content:

The question should test the same area of content which it intends to test.

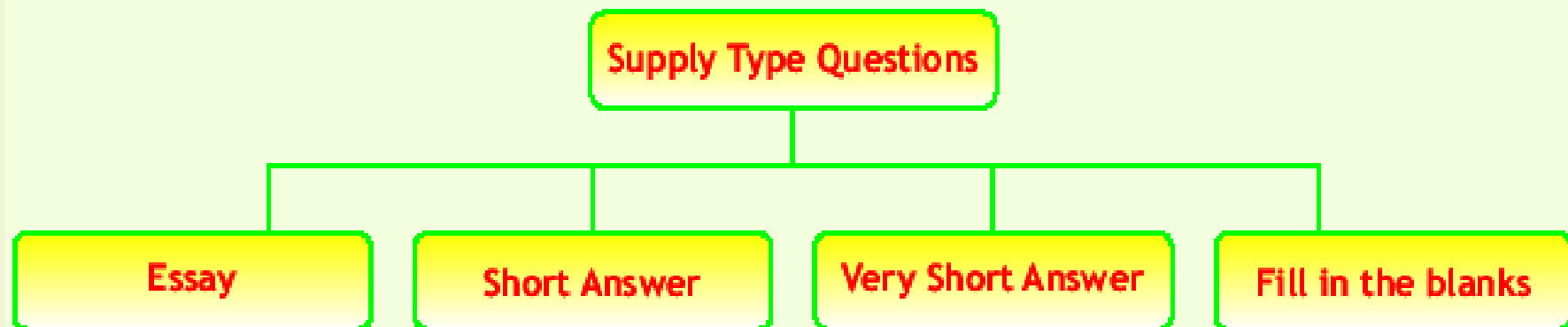
QUESTIONS : ??????

3.2 Supply Type Questions

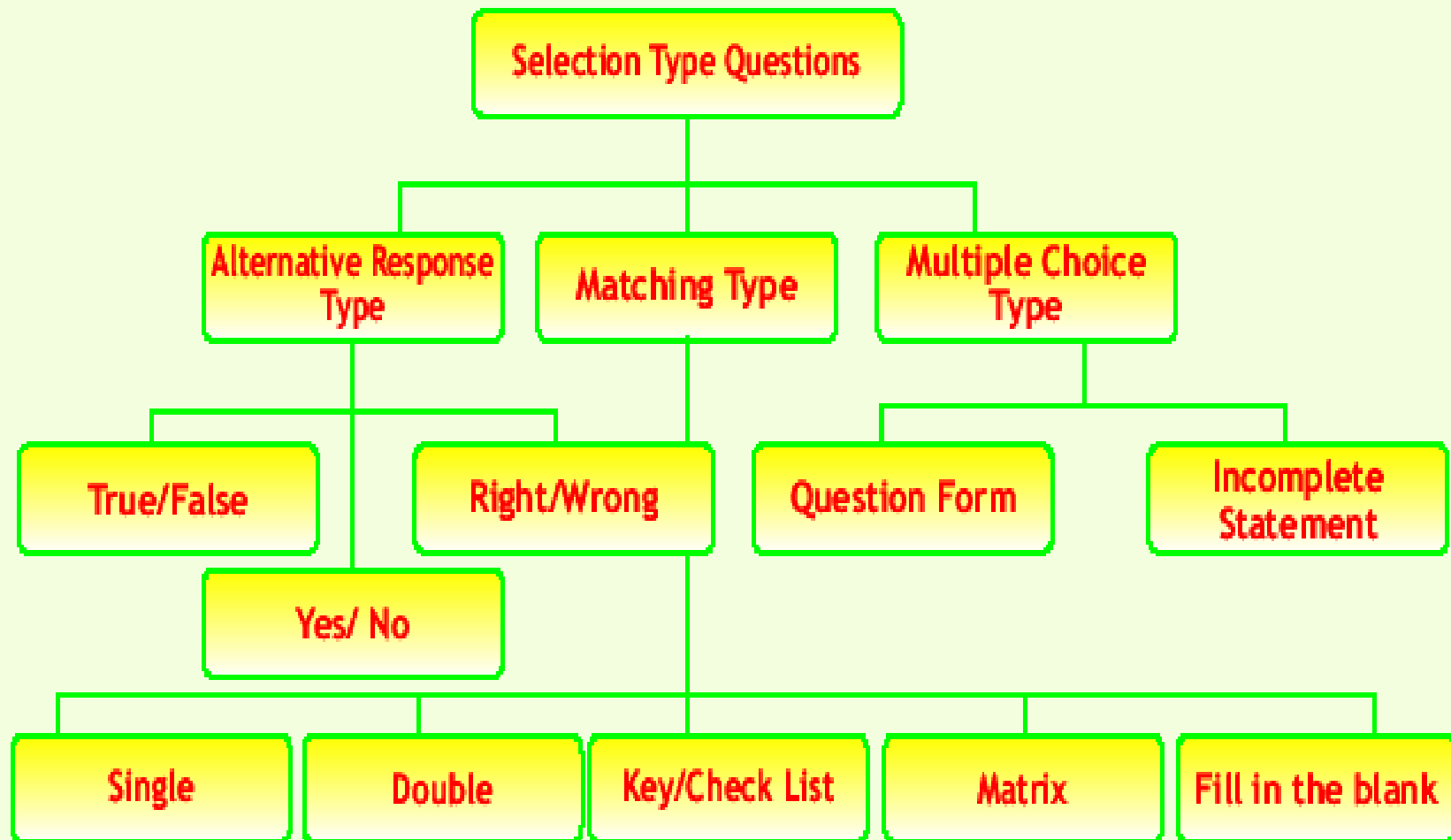
In this type of questions student has to supply the answer. The answer may vary from one word to several paragraphs. Such type of questions are also called as '*free-response*' questions. Supply-type questions may be divided into four categories-*essay type, short answer type, very short answer type and fill in the blanks type questions.*

3.3 Essay Type Questions:

The term essay implies a written response which may consist of one or two pages. The student is allowed to have freedom with respect to wording, length and organization of the answer. A distinction should be made between the essay type question used to measure knowledge and the essay type question employed to test writing skills in languages, which is called a composition test.



Type of Questions for Formative & Summative assessment



TEACHERS UNDERSTANDING ASSESSMENT

**KNOWLEDGE
SKILLS
POSITIVE ATTITUDE
VALUE**

REASON FOR ASSESSMENT:

GOOD QUALITY LEARNING

**EXPECTED LEARNING
PROGRESS
ACHIEVEMENT IN SUBJECT**

OWN PACE

CONSTRUCTIVIST LEARNING

ACTIVITY-BASED

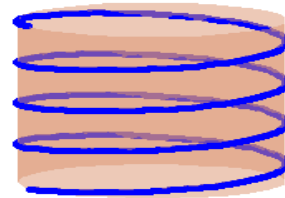
CONSTRUCT KNOWLEDGE

CONTINUOUS

SPIRAL

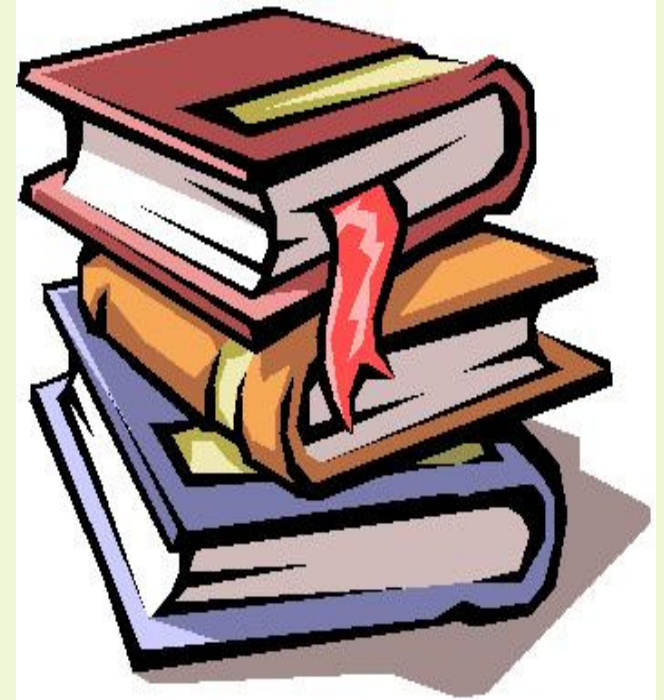
MISTAKES

EXPERIENTIAL LEARNING



EVALUATION BY TEACHER

- Use a variety of tools (oral, projects, presentations) .
- Understand different learning styles and abilities.
- Share the assessment criteria with the students.
- Allow peer and self assessment.
- Give an opportunity to the student to improve.



TOWARDS TEACHERS

- Shows respect and courtesy at all times.
- Demonstrates attitudes that are positive and conducive to learning.
- Takes criticism in the right spirit.
- Respects and follows class, teacher and school rules.

