

SEMESTER - II

CPS 3 EVALUATION OF LEARNERS

Credits: 4

Internal: 40 marks

Hours/Week: Theory-4hrs Practical- 4hrs

External: 60 marks

Total: 100 marks

Objectives

At the end of the course the student teachers will be able to:

- acquire in depth knowledge about the concept and approaches of evaluation;
- infer qualities of good testing tool and techniques of evaluation;
- competently utilise steps in construction and administration of an achievement test;
- determine the meaning of test scores through quantitative analysis;
- internalise the art of Continuous and Comprehensive Evaluation, Portfolio, Internal Assessment as learners evaluation;
- construct appropriate assessment tools for evaluating special needs of children with special needs.
- acquaint with various assessing scales.

Unit I: Introduction and Approaches of evaluation

Teaching Learning Process and Evaluation- Definition of Evaluation – Role of Evaluation – Need and Importance of Evaluation — Characteristics of good evaluation – Evaluation, Assessment and Measurement. Formative Evaluation, - Summative Evaluation – Distinction between Summative and Formative Evaluation – External Evaluation – Internal Evaluation – Norm Referenced and Criterion – Referenced Evaluation.

Unit II: Criteria of a good tool and types of tests

Essential criteria of an effective tool of evaluation – validity – reliability – objectivity – usability – Parameters concerning an evaluation item: Item analysis – difficulty level – discriminatory

power. Rating Scales – Numerical Scale – Graphic scale rating by cumulative points – Rubric for assessment - Meaning - Benefits - Challenges - Diagnostic Test and Prognostic Test– Speed Vs Power tests – Individual Vs group tests – Aptitude tests – Teacher made and Standardized tests.

Unit III: Construction and Administration of Achievement Test

Achievement test: Meaning-Purpose of Achievement tests – Construction of achievement tests – Instructional objectives – Design – Blue print – Writing of questions – Marking Scheme – Highlights of good marking scheme - Question-wise Analysis – Standardized achievement tests. Types of questions: Short Answer Questions – Extended Answer Type – Completion type – Objective type questions – Multiple Choice – True-False Matching Block –Merits and Demerits of each type. Administration of achievement test: infrastructural requirements- manpower requirement. Scoring and Recording of test results – Order of Scoring - Z score, T score and C score - Maintaining Records – norms and Interpretation of test scores – Grades. Objective Based Tests- Differences among objective type test- objectivity of tests and objective based tests.

Unit IV: Quantitative Analysis and Interpretation of Test Scores

Meaning – functions and significance – Applications of Education statistics – Tabulation – Frequency Table, Measures of Central Tendency – Arithmetic Mean, Median, Mode, Quartiles and Percentiles – Measures of Variability – Range, Quartile Deviation and Standard Deviation. The normal distribution and its properties – Concepts of Skewness and Kurtosis – Correlation: Definition, meaning and uses - Computing the Co – efficient of Correlation by the Rank Difference method – Graphical representation of data – Bar Diagram, Histogram, Frequency polygon – its interpretations and implications.

Unit V:Continuous and Comprehensive Evaluation (CCE) and Portfolio Assessment

Concept, Uses, Process Involved, Assignments in CCE - Advantages and Drawbacks of Continuous and Comprehensive Evaluation (CCE). Continuous and Comprehensive Evaluation (CCE) of Curricular and Co – Curricular Activities. Portfolio Assessment: Meaning, Steps involved in developing - Strength and Weaknesses – Guidelines for Portfolio Entries – Examples of Classroom Portfolio.

Unit VI: Test for children with special Needs, Grading System, Feed back as assessment mechanism for quality assurance

Performance Test, Pre – School Testing – Assessment of Mentally Retarded – System of Multicultural Pluralistic Assessment (SOMPA) – Testing the Physically Handicapped. Drawbacks of Traditional Scoring System and Traditional Grading System – Grading System – Comparative / Relative Grading, Advantages and Limitations – Absolute Grading: Pre – Established Percentage scores, Criterion – Referenced Grading, Numerical Grading – Guidelines for Effective Grading. Importance – Feedback cycle – implication – types of feedback – students — Peers – superiors.

Suggested references:

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