

Part I C- Elective Paper**Paper VII –TECHNIQUES OF EVALUATION AND TEST
CONSTRUCTION
Course Code: 908.2****COURSE OUTLINE**

Contact Hours: 108

Max. Weight : 32

Duration of Exam: 3 hrs.

Total credits : 4

COURSE OBJECTIVES:

- ❖ To enable the students to be thorough with recent innovations in the realm of assessment and evaluation standards in Education.
- ❖ To equip the students to analyze the theoretical backings related to measurement and evaluation in a practitioners perspective.
- ❖ To acquaint the students with the preparation and administration of different tools and techniques of evaluation in the context of classroom assessment.
- ❖ To nurture skill in test construction, analysis and interpretation of test results using computers in assessment.
- ❖ To design appropriate testing and measurement devices for classroom application and improvement of practices.

- ❖ To equip students to construct and sound approach to grading, design techniques to cope with modern assessment practices.
- ❖ To equip students to be thorough with recent innovations in the realm of assessment and evaluation standards.
- ❖ To equip the students in developing instruments to measure performances in different context.

COURSE CONTENTS

UNIT – 1 THE MEASUREMENT AND EVALUATION PROCESS.

(20 hrs)

- a) Concept: Scope and Need- Taxonomy of educational objectives- Revised version of Bloom's Taxonomy. The use of formative and summative evaluation, mixing formative and summative evaluation. Objective Based Teaching & Evaluation. Different approaches to formulating objectives and special learning outcomes. Mc. Yager's classification of objectives.
- b) Evaluation: What is the goal-what to evaluate-Evaluation as a model for change-components of student evaluation-Teacher competency or processional practices-Competency based

Instruction and Evaluation-Instruments-Designing the formative and summative evaluation-Standards for performance-Formative and summative evaluations-Administrative evaluation.

- c) Functions, basic principles and characteristics of measurement and modern evaluation- A model for evaluation- Motivation and evaluation
- d) Inter-relationship between measurement and evaluation in education-structure of an evaluation system-Peers as evaluators- Teacher confidence in peer observers-Evaluation review system-Evaluation as a Terminal Activity.

UNIT –II EVALUATIONS INSTRUMENTS (20 hrs)

- a) Techniques and Tools of evaluation: Oral written and performances tests- Subjective and Objective tools- Observational and rating techniques.
- b) Essay type, short answer type and different forms of objective type test items.
- c) Checklists, Inventories, Questionnaires, Schedules, Scales, Sociometry and performance tests- the construction of tools.
- d) Measurement of intelligence, aptitude, interest and personal traits.

- e) Evaluation as a bases for merit pay. Use of micro-computers.
- f) Evaluation of achievement (Cognitive, affective and psychomotor outcomes)- Teacher made and standardized tests- Diagnostic and achievement tests.

UNIT-III TEST CONSTRUCTION**(24hrs)**

- a) General principles of test construction and standardization.
- b) Basic characteristic of good measuring instruments(validity, reliability, objectivity, adequacy, usability, economy and norms)- the different types, ways of determining them factors affecting them, their importance and application.
- c) Writing test items, Scrutinizing and editing- preliminary selection and piloting- Item analysis- Item selection- Standardization procedures-Norm referenced and criterion referenced measurement-Scaling-Interpreting test scores and norms- The problem with student achievement.

UNIT-IV. PREPARATION AND ADMINISTRATION OF**EVALUATION TECHNIQUES****(14hrs)**

- a) Thinking about evaluation-planning for evaluation and Instructions- components of an evaluation

- b) Evaluating Learners progress to informal assessment-
Asking Questions (Types and examples for test items)-
Designing procedures for formal Evaluation
- c) Preparing and Administering Tests-preparing a test Blue
print-constructing test items-Administering the test-
Counseling learners on the importance of test results-
communicating test results.

UNIT-V ANALYSIS AND INTERPRETATION OF EVALUATION

DATA

(10hrs)

Application of statistical concepts and techniques-
Interpreting test results and other evaluating data-Factors and
precautions to be considered in the interpretation and use of
evaluative data.

UNIT-VI MODERN TRENDS IN EDUCATIONAL EVALUATION (10hrs)

Grading and reporting performance – components of a grading
system – some issues in grading –Semester system-Continuous
internal assessment-Question Bank-Use of computers in
evaluation-choice based credit system, credit system and grading,
Internship programme, on line evaluation – electronic portfolios –
web based assessment – open book examination.

UNIT-VII CONFERENCING AND SETTING PERFORMANCE 10hrs

Targets-Determining the purpose-pre-conference, post – conferences, goal setting conferences, confrontational conferences, follow-up conferences, improve conference skill and improve evaluation.

Teaching Teachers-staff development-Teacher Empowerment & Pay for performance-peer observers-conferencing.

Advanced Practicum (any two)

1. Prepare and standardize any one evaluation tool.
2. Prepare a soft copy question bank on any topic of your choice
3. Prepare an e-portfolio

References:

1. Bloom, Benjamin S. et. al., “ Handbook on Formative and Summative Evaluation of Student Learning”.
2. Bloom, Benjamin S. et. al., “Taxonomy of Educational Objectives”.
3. Carey, Lou M., “Measuring and Evaluating School Learning”.
4. Ebel, R.L., “Measuring Educational Achievement”.

Part I C – Elective Paper
PAPER VII –TECHNIQUES OF EVALUATION AND TEST
CONSTRUCTION
Course Code: 908.2

Time: Three Hours

Maximum weightage : 32

PART A

Answer any two questions. Each question carries 4 weightages

1. Explain the modern trends in evaluation with special reference to Grading and Internship.
2. Describe the procedure involved in test construction and standardization.
3. What are the different forms of Attitude scales commonly used in measuring attitude? Explain the procedure involved in the Likert Method of scale construction.
4. How do you measure Intelligence? Explain the procedure involved in constructing an intelligence test?

(2×4 = 8 weightage)

PART B

Answer any seven questions. Each question carries 5 marks.

5. Explain the importance of Tools and techniques used in evaluation.
6. Enumerate the merits of short answer type of questions in evaluations?
7. Write brief note on 'Inventory'.
8. Differentiate between Teacher made test and Standardized test.

9. What are the qualities of good measuring instruments?
10. Point out the significance of Item Analysis in test construction.
11. How does 'conference skill' Improve evaluation?
12. State the relationship between Taxonomy of Educational objectives and Educational outcomes.

(6×2 = 12 weightage)

Part C

Answer any six questions. Each carries 1 weightage

13. What is meant by competency based instruction?
14. Bring out the differences between summative and formative evaluation.
15. What are the major advantages and limitations of Kuder's performance Record?
16. Differentiate norm referenced from criterion referenced Tests.
17. How is the construction of a Diagnostic Test different from that of an Achievement Test?
18. How do microcomputers help in evaluation?
19. Write a brief notes on 'Rating scale'
20. What are the requisites of 'Good observation'?

(6×1 = 6 weightage)

Part D

Answer all questions

21. List the advantages of Projective Techniques.
22. Would you select 'Bell Adjustment Inventory' as a tool for measuring Adjustment?
23. State the importance of 'sociometry' in evaluation.

24. What are the advantages of interview techniques in evaluation?
25. Briefly describe the importance of 'Question Bank' in evaluation.
26. What do you mean by 'Cross validation'?
27. What is meant by electronic portfolio?
28. Cites any two examples of inventories
29. Name two popular intelligent tests used in India
30. Mention any two limitations of questionnaires
31. Mention two methods for checking reliability of test
32. Define sociogram

(12×½ = 6 weightages)