

# Major Evaluation Techniques in English

G. Menaka

Professor, Department of English, PSG College of Technology, Coimbatore, Tamil Nadu, India; hod.english@psgtech.ac.in

## Abstract

Educational evaluation is the estimation of the growth and progress of pupils towards objectives or values in the curriculum. The functions of the curriculum are to make provisions for guiding the growth of individual pupils to analyze their strengths and weakness and to point out areas, where remedial measures may be desirable. Techniques of evaluation range from information measures such as teacher ratings or oral presentations teacher framed tests to more refined and standardized measures of aptitudes, abilities, skills, interests and attitudes. Evaluation can be carried out in a number of formal or informal ways. This paper deals with different types of valid and reliable evaluation techniques. The foremost concern is that the assessments should enhance the quality of learner achievements and stimulate learners toward fresh thinking. The main idea of this paper is to plan a student-evaluation pattern that would throw light on what a teacher should do and how it should be done for better assessment. The evaluation must facilitate the all-around development of students.

**Keywords:** Estimation, Objectivity, Practicability, Reliable, Remedial, Standardized

## 1. Introduction

Objective examinations are one of the key ways of evaluation in modern colleges' complete appraisal programs. Anecdotal records and observational methods, short answer tests, oral and essay examinations, questionnaires, inventories and interviews, checklists and rating scales, personal reports and projective techniques, sociometric methods, case studies and cumulative records are some of the other major techniques for assessing pupil growth development.

Validity, reliability, objectivity norms and practicability, as they apply to the educational setting and the educators' goals, should be used to assess each evaluation method's suitability. In discussions, the large numbers of specific valuation techniques, methods and devices have been classified for convenience. While it may be argued that these categories are somewhat arbitrary, any other classification scheme would be equally dependent upon the purposes and logic of an author, the present classification follows closely.

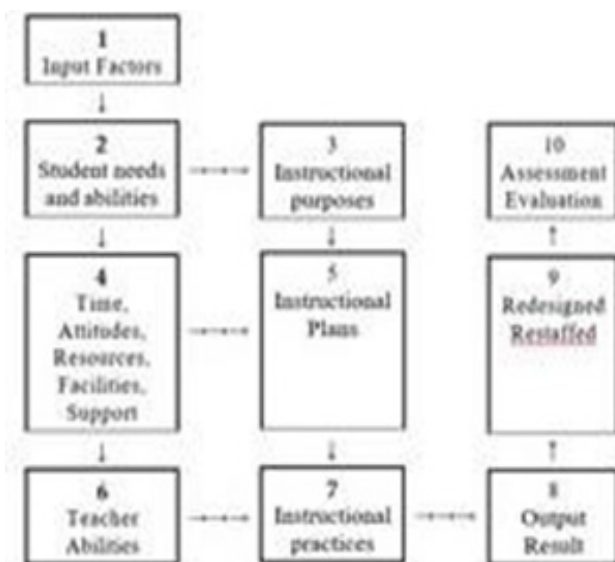
## 2. Assessments

Assessments play many roles in a student's life, some of which are more conscious than others. Assessment has long been acknowledged as having a direct impact on student learning patterns, educational focus and time management. This assigns more than grades or final classifications to students. Assessment is vital for directing attention and as Sainsbury and Walker (2007) point out, it actually improves learning. According to Gibbs (2003), evaluation has six major roles.

- Keep track of each student's time and attention.
- Provide pupils with appropriate learning activities.
- Give pupils timely comments that they will pay attention to.
- Help learners internalize the standards of discipline and the notion of equality.
- Generation of grades or grades that distinguish students or allow them to pass or fail a decision.
- By providing evidence, one can assess the validity of the course criteria.

With the exception of the last two, he believes that these functions should be done as frequently as feasible in order to ensure good learning. Instead of catching pupils or demonstrating that they have not learned, the goal of classroom evaluation is to allow students to demonstrate what they have learned. Assessments can, of course, focus on other aspects of education and learning, such as text books and materials, student grades and the overall educational program. It's critical to understand the distinction between evaluation and evaluation. These phrases are frequently used interchangeably, and while they are related, they are formally distinct. Individual student progress and grades are evaluated as part of the evaluation process. It is a component of an assessment that includes the collection and analysis of data on a student's progress. The importance of language evaluation and testing in assessing students' language skills is the main emphasis of assessment in English teaching. The evaluation examines all aspects of education and learning, as well as approaches to making educational decisions based on other forms of assessment. It goes beyond student grades and language examinations. Another goal of the assessment, according to Gensee (quoted in Carter and Nunan, 2001), is to influence instruction and improve students' everyday learning. Class room Ratings and Rating Concerns:

- Validity of overall teaching goals and goals related to individual lesson plans or unit plans.
- Effectiveness of teaching methods, materials, and activities used to achieve educational goals.



- Appropriateness of the professional resources needed to provide guidance.

### 3. Procedures to be Followed

As a first step, the teacher should study the direction for the administration of the test. This involves more than cursory reading of the directions, particularly when a standardized test is to be administered. Rather, each specific direction given in the test manual should be checked against the test booklet and, if necessary, appropriate notations should be made on a specimen copy of the test booklets.

Before the day of testing, the teacher should assemble the materials needed, test booklets, answer sheets, scrap paper, an adequate supply of pencils or crayons, a copy of the test manual a watch or clock and a sign - "Testing - Do Not Enter". The test should be administered in a comfortable familiar setting. The students' classroom should be used unless the room is very noisy. If warranted, the arrangements should be made for a shift in rooms before the date of testing. If some students in the group are not to be tested at the scheduled time, provision for their care during the testing period should also be made in advance.

#### 3.1 Short-answer Tests

Essay examinations and short answer examinations are two types of written assessments used by teachers to assess students. Objective or "new-type" tests are terms used to describe the latter. The essay exam, which typically demands the student to discuss, compare, explain arguments and the like, necessitates the creation of a lengthy verbal response to the question. Short-answer tests, on the other hand, require the student to respond by choosing one or more of numerous options, offering or filling in a word or phrase, or using some other mechanism that does not require a lengthy written response.

There are numerous advantages to using short answer questions. Many teachers argue that they are easy to make and that they may be completed more quickly than multiple-choice questions. Unlike matching, true/false and multiple-choice questions, short response questions make it difficult for students to guess the answer. Short answer questions provide students more latitude to clarify their understanding and show creativity than multiple choice questions, but grading is more time-consuming

and subjective. Short answer questions are easier and faster to grade than essay questions since they have more structure. They also cover a broader range of topics than full essay questions.

### 3.2 Values and Limitations of Short-answer Tests

In comparison to essay exams, short-answer tests provide a number of distinct advantages. The procedure of writing a response to an essay examination takes a long time. A short-answer test, in which the solution is given rapidly, allows the student to answer many more questions in the same amount of time. As a result, short-answer tests typically cover a considerably wider range of topics than essay exams. Even spotty preparation may result in high grades when a pupil happens to study just that material called for by a few essay questions. Such chance results operate to a far less degree when short-answer tests are employed. In the latter situation, the teacher may be more certain that the grades the pupil earns are a true measure of his achievement.

### 3.3 Types of Short-answer Tests

Completion items - The completion item demands the student to complete the thought of a sentence by locating the missing word or words, or it directs him to a question by putting his answer in the blank area supplied since the student must first decide on his answer before writing it down. If the test is timed, a test with completion elements takes longer to administer than other types of objective assessments. Furthermore, a student who writes slowly has a disadvantage. In comparison to other types of items, the scoring of the answers is not completely objective and alternative correct choices must be offered in the scoring key.

## 4 True-False Items

The true-false items require the pupil to express his judgment of a given statement by indicating True or False, Yes or No, or some similar response. It is adapted to the testing of simple facts, ideas and concepts. Scoring of tests composed of true-false items is easy and objective. Such tests seem simple to construct, but this apparent advantage is not a real one. In practice, considerable care is needed in forming the statements so that the ability to

be measured is revealed. True/false questions consist of only one statement. Students answer the questions by marking whether they believe the statement is true or false. True/false questions, for example, only have two options (Answer: True).

True/false questions, like multiple-choice questions, have the following characteristics:

- They're most typically used to check for common misunderstandings and assess course topic familiarity.
- Why allow students to reply quickly, allowing exams to measure knowledge of a wide range of topics with a large number of them.
- They're straightforward to grade, but they take a long time to create. Students have a 50% probability of guessing the correct answer when they are asked true/false questions. As a result, multiple-choice questions are frequently substituted for true/false questions.

True-false questions have caused more confusion in the past and irritation to pupils than almost any other type of short-answer question. This irritation, too, is generally expressed by the superior student who may see one or more exceptions to a statement that would be acceptable to a somewhat less-informed person.

In constructing true-false items, care should be taken to avoid several common pitfalls.

- Avoid broad generalizations.
- Avoid testing minutiae.
- Avoid double statements.
- Avoid long, complicated statements.

## 5. Multiple-choice Items

The multiple-choice item demands the student to determine which of the numerous proposed replies is the best or proper approach to conclude a statement. While the completion item requires the pupil to produce the correct response without suggestion, the multiple-choice item calls for recognition only. It is adapted to the testing of complex ideas and interpretations. The scoring of the multiple-choice item tends to be more objective and simpler than that of the completion item. The multiple-choice item is superior to the true-false item, which presents only two alternatives, in that it reduces the opportunity for guessing the correct answer. The multiple-choice types of questions are also relatively free from absolutes in that

the best statement is to be selected as the correct answer from the alternatives given. The correct answer, therefore, is relative to several other given statements rather than to all possible statements, not given as in true-false questions.

There are various types of multiple-choice questions. The use of a “stem” that sets the question, followed by multiple alternative assertions, one of which is supposed to be the best answer, is perhaps the most common pattern.

## 6. Matching Items

The matching exercise consists of two parallel columns of words, phrases or sentences. The pupil is required to match or associate each item of one column with the item which corresponds to it in the other column. Each matched pair is scored separately. However, the pairs are inter-dependent because an incorrect response may make an item unavailable for correct pairing. For this reason, one of the two columns should contain more items than the other. Also, it is better to have two short matching exercises than one long one. Some test experts recommend three items in one column and five in the other as being the best number for reliable results. Younger learners might be asked to draw lines between the items which match. Older learners may be directed to indicate the appropriate letter for the matching item.

On a test, the matching activity takes up very little specimen time, but its utility is restricted. It's not meant to be used to assess complex ideas or concepts. Students must match each of a series of stems (for example, definitions) with one of the exam options in matching questions. These questions are widely used in courses where complete information acquisition is a significant goal to test recognition and recall. They're usually simple to create and grade, but students need more time to respond to them than they would to a similar number of multiple-choice or true/false questions.

Example: Match one attribute to each question type:

Multiple-choice questions

- There are just two options. True/False
- There are an equal number of stems and choices that match.
- There is only one correct answer, but there are at least three options.

## 7. Essay Examination

The essay test is still widely used. The Essay Test requires a reasonably unrestricted written response to a problem situation, in which the written response, when properly assessed by the scorer, exposes information about selected parts of the pupil's mental organization and functioning. Experts in educational measurements have continued to criticize the essay examination, yet it is nevertheless a widely utilized strategy in achievement testing by classroom teachers.

It is not difficult to comprehend the popularity of essay exams. The most common tests are those that the room teacher prepares, administers, scores, and interprets. They are often designed for use with students enrolled in the teacher's course. The teacher may administer the test for a variety of reasons, including motivating his students, determining the success with which he has taught the subject matter unit and encouraging further study. The preparation of valid objective-type testing materials not only requires more time but calls for training and experience which the classroom teacher seldom has an opportunity to obtain. Nearly every teacher, however, looks upon himself/herself as expert enough to construct a suitable essay test in his subject and to arrive at a satisfactory grade for a pupil. Technicalities such as adequate sampling of content, test validity, and test reliability are often dismissed or ignored.

### 7.1 Suggestions for Improving the Essay Examination

- Each question in an essay test should be planned to measure one defined objective of instruction for which no valid or reliable short answer test is available.
- Essay questions should be formulated to require a definite, restricted answer for objective testing.
- Avoid ambiguous questions.
- The pupil should not be allowed to choose among several questions. The optional questions make it almost impossible to arrive at comparable scores for pupils who have answered different questions.

In grading essay examinations, a standard should be formulated in which a specific number of credits is allotted to each significant point that the pupil is expected to make when there is a limited range of choices among acceptable

answers or parts of answers. All or most of such possible choices should be included in the standard answer.

## 8. Oral Examination

Oral questioning of a single student is a good way to follow his mental process while he solves specific difficulties, such as a math problem. When used in this way, the oral quiz becomes a useful tool for diagnosing student issues. Skillful questioning by the teacher may also assist the student in applying previously learned scientific information to a new circumstance or in seeing the ramifications of a particular economic policy.

The use of this approach should not generally be looked upon as a rod for measuring pupil achievement rather it represents a worthwhile instructional technique.

In some situations, an oral examination constitutes the only way in which a measure of pupil attainment can be obtained. When learners have not yet mastered the intricacies of reading an oral examination must be used. The oral examination, used in the course of classroom work, has the obvious advantage of saving the time and expense involved in reproducing copies of a test. As a result oral administration of teacher-made tests of the short answer type is frequently found - in a sense, oral presentation of such teacher-made tests eliminates some of the difficulties which are associated with the administration of printed tests. The relative informality of the oral test situation is a far less frightening for a timid child. The pupil need not ponder over an item that he finds difficult, losing so much time that he cannot complete the test. Moreover, the oral examination places a premium upon oral rather than reading comprehension.

### 8.1 During the Testing Session, the Following Precautions should be Observed

- The prepared sign should be placed on the classroom door before testing begins.
- The learner should be seated as far apart as possible to prevent copying. Special attention should be given to the seating arrangement of the handicapped children.
- The teacher should make sure that each learner has the right page before beginning work. He should move about the room during the course

of the test in order to note whether directions are being followed without error.

- The learner should be encouraged to keep working at maximum effect. This should be done by gestures rather than by words.
- Learners who disrupt the testing procedure should be removed from the room. The teacher should note on the test booklet or answer sheet the observations of unusual reactions or any other information about the child. This may serve to make the test results more meaningful.
- The teacher should make certain that all pupils stop work promptly when time is called. Test booklets or answer sheets should be collected immediately and then other materials should be called for.

There are two requisites for successful test administration. First, the directions given in the test manual for administering the test must be followed without deviation. Even slight modification of the direction destroys the standardized nature of the test situation. If for example, the pupil asks for the meaning of a word during a test the examiner must avoid a direct answer to the question unless the manual specifically permits help. Without such permission, the teacher should indicate that the information cannot be given and that the pupil should go on to the next item.

## 9. Conclusion

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