

EVALUATION

Introduction

As teachers we need to assess learner performance. We should know what type of tests would serve the purpose. This unit looks at Achievement tests, Essay type and Objective type of tests.

LESSON**1****Achievement Tests, Essay and Objective Tests**

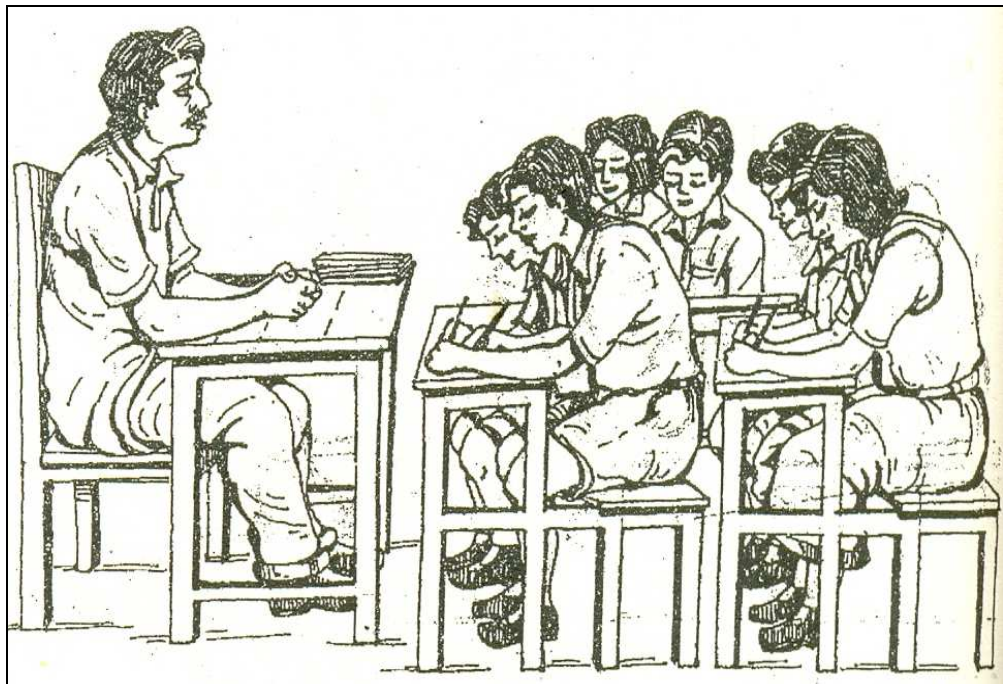
Objective:

After reading this lesson you will be able to–

- discuss the differences between achievement tests, essay type and objective type of tests.

1.1. Achievement Tests

Look at the picture on your right and think what it is about.



Picture 1: Examination Hall (Students taking examination).

It is easy to guess what the picture is about. It's an examination hall, and students are taking the examination. It is through examination that students are tested. The teacher wants to test the knowledge of her students when a course is over. Students are supposed to advance when a course is complete. They make progress gradually. Thus after a period of time or at the end of a year the teacher evaluates her students. The teacher wants to measure the knowledge and standard of the students. The test decides whether a student is eligible to join

the next class. This kind of test is known as **achievement test** or **attainment test**. The school certificate examination is also a kind of achievement test. International tests like TOEFL, IELTS are also achievement tests.

Task 1

- a) What is an achievement test?
- b) What does a teacher want to do in a test? Write your answer in brief.

1.2. Essay Type Test

In an essay type test students are asked to write short or long essays. They express their ideas and their ability to manipulate the language. Students write their essays independently showing their knowledge of the subject of study. Essay tests give good students an opportunity to show their excellence. Also it is easy for the teacher to set questions. The size of the essays to be written is not often determined. When this happens students write as much as they want. They are tempted to think that if they write more their marks will go up.

Instructions in the essay test are often vague. Words like 'discuss', 'elucidate', 'explain' are confusing to the students. These words tell them vaguely what to do but students do not know how much to write. Naturally, the range of difference is wide and unpredictable. In some cases, however, limits are prescribed. The student knows how to write his answers in a fixed number of words. But this does not make essay test free from weaknesses.

The essay test has some merits no doubt. This test measures the knowledge of the student. It encourages independent thinking. This test is easy and inexpensive. Demerits of this test include the following: it is subjective; not reliable; and not consistent.

Task 2

Write answers to the following questions:

- a) What are the merits of an essay test?
- b) Why do students write more in an essay test?
- c) What are the demerits of an essay test?

1.3. Objective Test

Objective test is different from essay test. In an objective test the student may not have anything to communicate or write about. He has options or choices. He makes a choice from the alternatives given. He can do it very quickly and easily. He does not have to think and arrange his ideas. He does not explain anything. He does not have to interpret anything.

Multiple choice question or MCQ is a widely used objective test. Other types include matching test, information transfer and gap-filling.

Objective test has its criticism. The most important criticism is that it does not test knowledge. Anyone can answer the questions in an MCQ test. The only thing needed is to tick the best choice. Even some with no background in the subject of test can score fairly good marks, provided he is good at guessing.

The test has some merits. It reduces subjectivity. The scores given are the same everywhere. That makes this the test reliable and accurate. The test is economic as it does not involve much expense.

Task 3

Write the answers to the following questions:

- a) What makes an objective test different from other types of test?
- b) What are the different types of objective test?

LESSON**2****Testing the Four Skills: Listening, Speaking, Reading and Writing****Objective:**

After reading this lesson you will be able to–

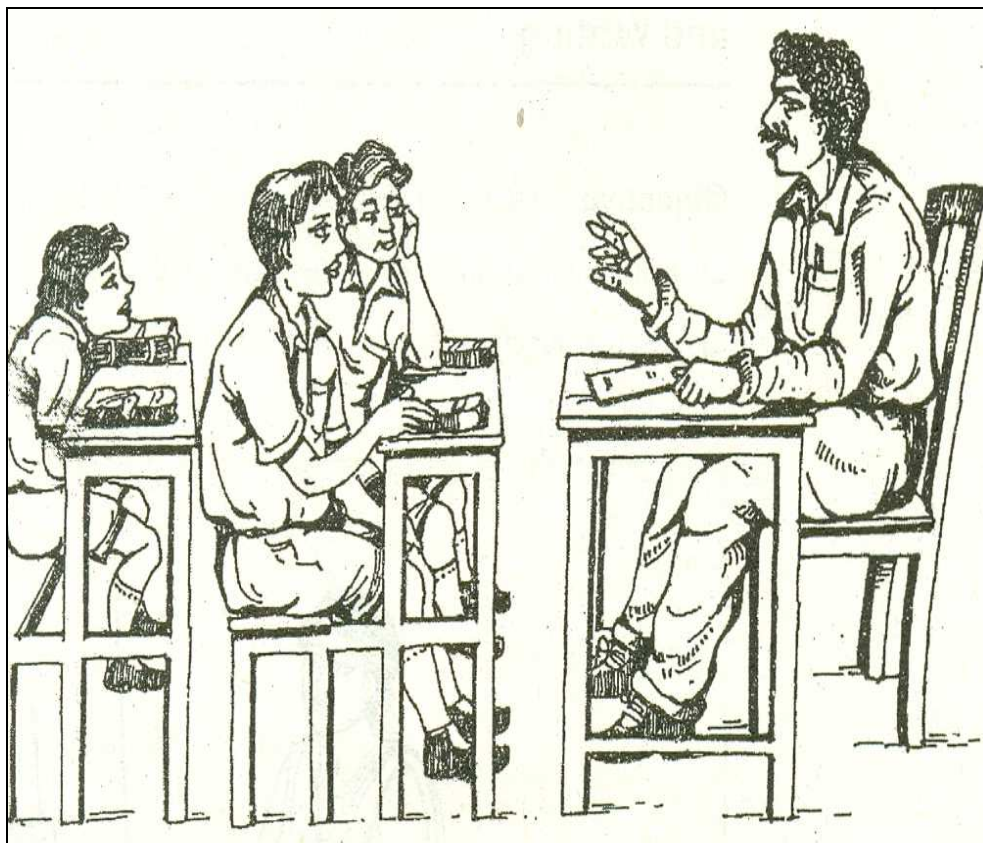
- test language skills in various ways, and
- discuss the characteristics of the four language skills tests.



Picture 2: Listening to a radio programme.

2.1. Testing Listening

A language learner must be a good listener in order to be a good user. Therefore, we have to encourage our learners to be good listeners. Whether they are good listeners or not, we have to find it out through listening tests. As English language teachers we must know how to design good listening tests for our learners. Before designing test items we have to decide which particular area of listening we want to test : is it comprehension, phoneme or sound discrimination, or stress and intonation that we want to test. Then we have to design specific test items.



Picture 3: Listening to the teacher.

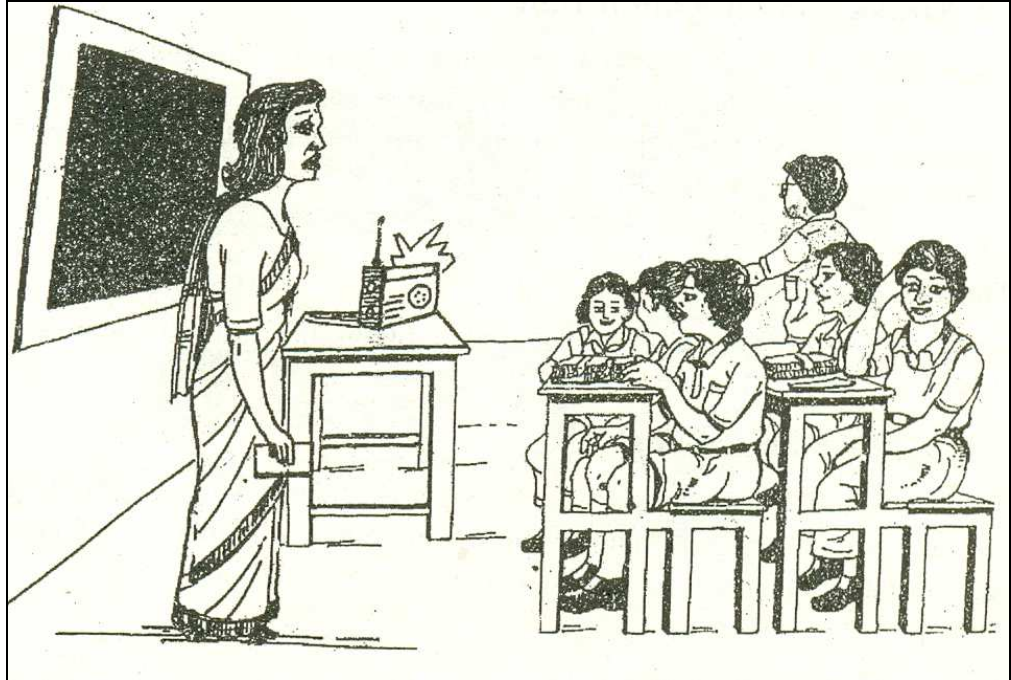
Questions to Think of

When you listen to English programmes on radio and television or when you talk to foreigners, do you understand them? Have you ever had problems with listening? Why?/Why not ?

Testing Listening Comprehension

Authentic-
খাঁটি বা প্রকৃত

For testing listening comprehension, i.e. whether students understand a piece of text when they listen to it, we have to give them *authentic* texts or texts very close to real ones. If that is not possible we can use the **English For Today** (EFT) textbooks in class. We have to prepare students mentally for listening to the text. Then we can give the learners some questions which they need to answer after listening to the text. The questions for our little learners must be simple, asking for yes/no, true/false or one/two word answers. We should read the text twice so that learners can check answers. Where there are facilities we can use a tape recorder for the listening test.



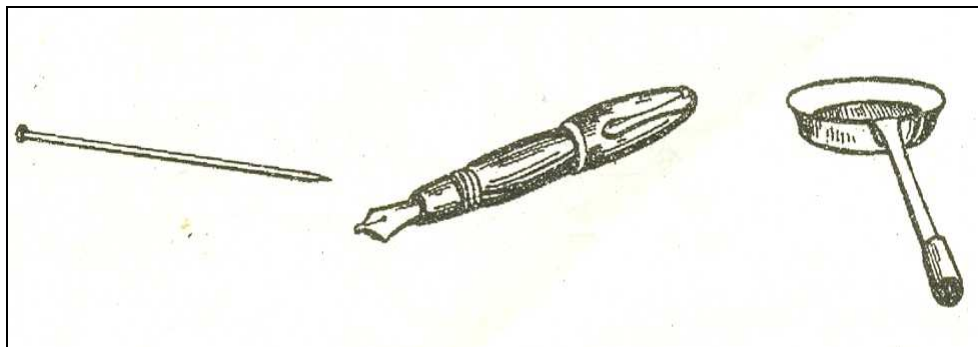
Picture 4 : Testing listening.

2.2. Phoneme Discrimination Test

Phoneme: Smallest
unit of speech
sound

Our students have difficulty with the *phonemes* of English. Their ability to discriminate phonemes of English should be tested. The test can be carried out with the help of pictures and words as the following.

Words: 1. Pin; 2. Pen; 3. Pan



Picture 5: Phoneme discrimination.

Students hear the words, and then write the word for the picture. The same thing can be done with the help of sentences.

Task 1

- a) Make a list of words and pictures for phoneme discrimination.

2.3. Stress and Intonation Test

Stress and intonation are very important in English. The student's ability to understand them should be tested. This can be done with the help of a tape recorder. Students will listen to the tape and indicate the stress and intonation of the sentence.

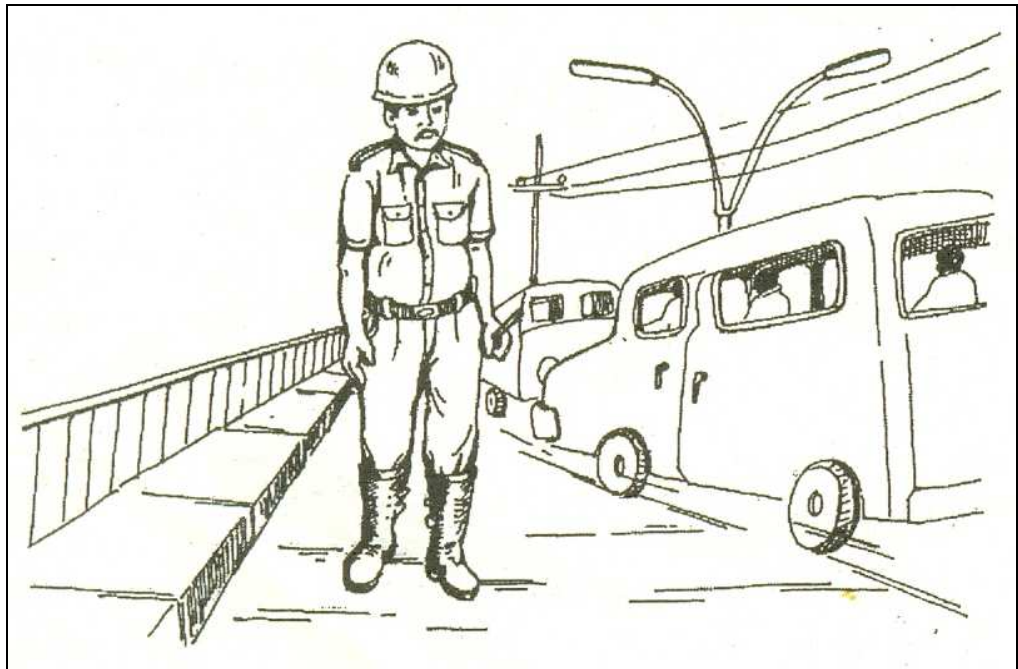
Task 2

- a) Make a list of sentences for listening and then indicating the main stress.

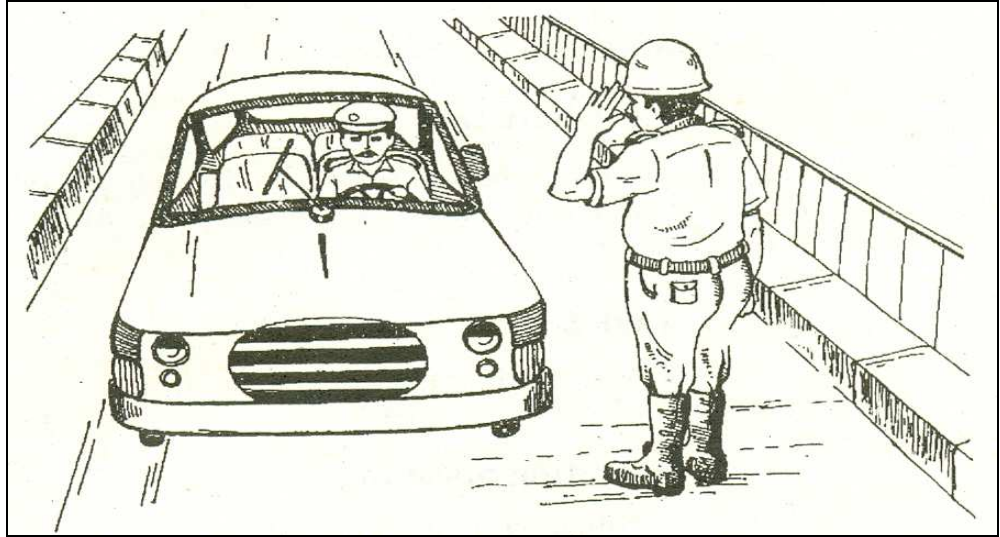
2.4. Visual Material Test

Listening skill can be tested with the help of visual materials. Students are given a set of pictures. They hear a statement, and then they select the appropriate picture for the statement.

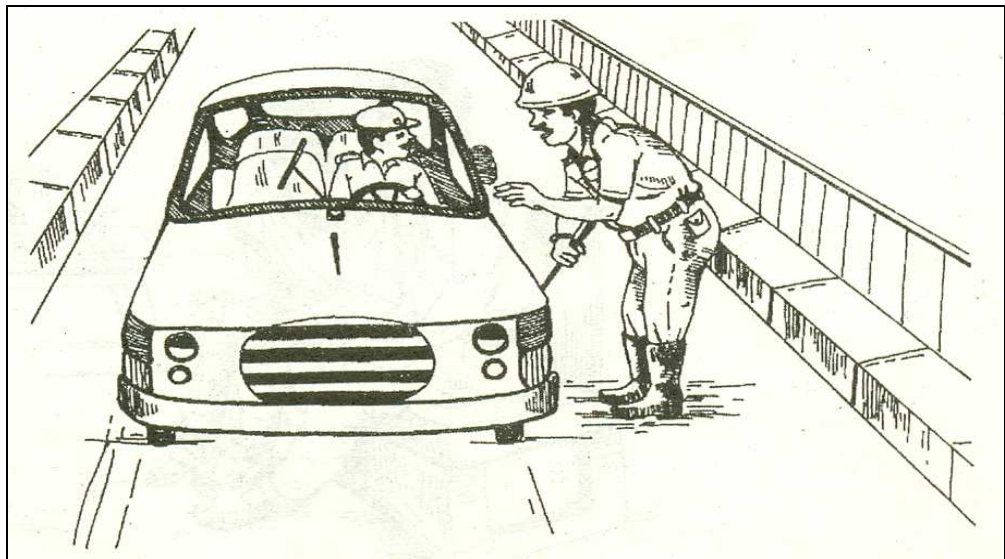
Now look at the following pictures:



Picture 6a: Traffic Police Standing.



Picture 6b: Traffic Police Saluting.



Picture 6c: Traffic Police Questioning.

Task 3

- a) Draw a set of pictures for the visual materials. You can do some stick drawing.

2.5. Testing with Diagrams

Testing listening skill can be done with the help of simple diagrams: lines, squares, circles, triangles etc. Students hear the statement and give response.

Task 4

- a) Draw some diagrams for testing listening.

2.6. Short Talk

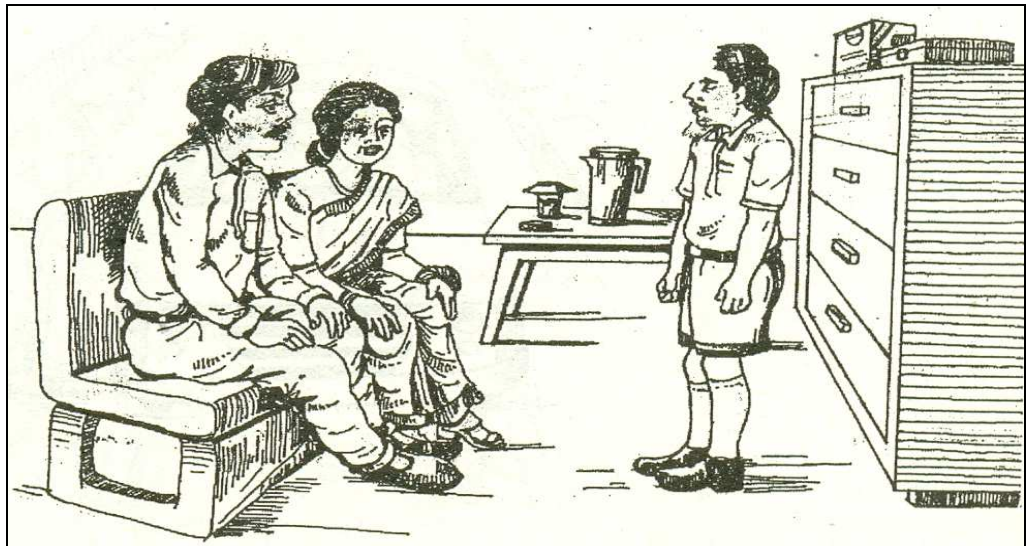
Testing by asking students to listen to a short talk is a very useful technique. The teacher talks for a short while. He then asks students to answer his questions.

Task 5

- a) Write a short talk for your students.

B. Testing Speaking

1. Situation Test: Look at the picture. What are the people doing in the picture? They are speaking.



Picture 7: Parents and son speaking.

The skill of speaking is a part of our everyday life. In fact life is impossible without speech.

- 2. Testing Through Situation:** In this test students are given a series of situations, and asked to make appropriate responses. Situation may be on greeting, introduction, politeness, agreement, disagreement, apology etc. In these situations students have to play roles. They have to prepare their own dialogues.

Task 6

a) Think of a situation you would like to give your students to play roles.

3. Testing with the help of pictures, maps, diagrams: Students are given a short time to think of the picture or scene and then asked to describe it.

Task 7

a) How will you use pictures for testing speaking?

4. Oral interview: In this test the teacher becomes a conversation partner. The student answers questions which the teacher asks. The teacher should concentrate on time and appropriateness.

Task 8

a) What is an oral interview?

b) What is the role of the teacher in an oral interview?

5. Short talk test: In this test a student is given a topic, and he is asked to prepare a talk on the topic. The talk will be followed by questions. The topics should be interesting and popular.

Task 9

a) Write a short talk for the above test.

b) What kind of topic should be given for a short talk?

6. Group discussion and role playing: This test is very useful as it creates the opportunity of active and meaningful involvement. This test enables the teacher to discover the student's ability to think and imagine. The teacher can also discover a student's strengths and weaknesses.

To arrange group discussions students may be put in groups of 3/4. It is not necessary to remove the benches. Students in front can turn and face students behind them. They can then be given topics for discussion or problems to solve. In case of very limited space students can stand in a corner and discuss problems or do the task. During this activity the teacher should move from one group to another giving necessary help.

Task 10

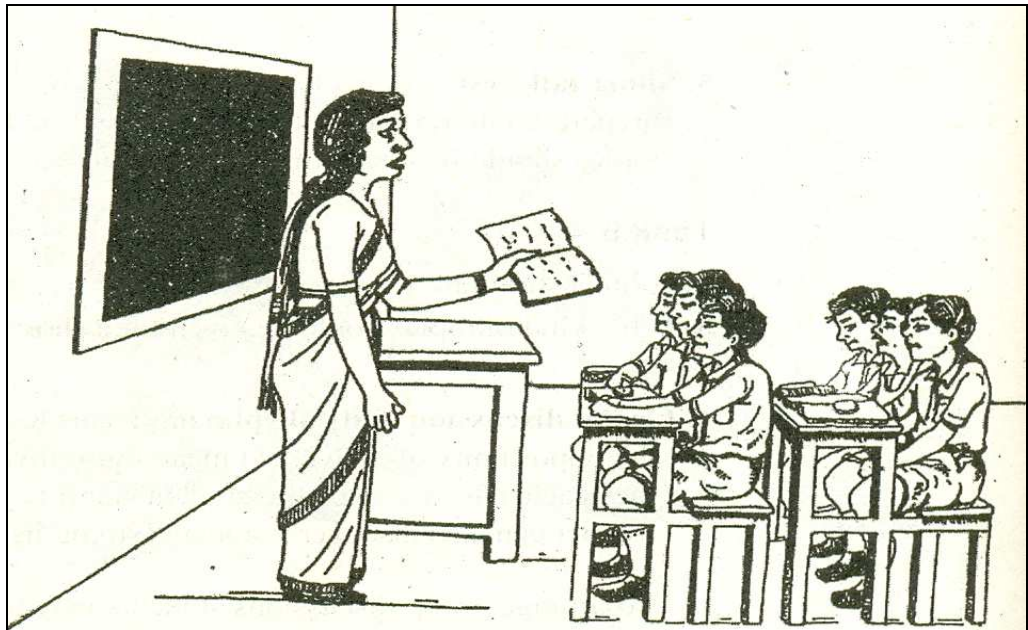
- a) What does the teacher understand from discussion by students?
- b) How can you arrange group discussion?

C. Testing Reading

Reading is a receptive skill. We receive messages through reading. In our everyday life we read different types of texts:

- letters
- newspapers
- shopping tests
- class notes/lectures
- sign boards
- black boards
- books, magazine, etc.

We read most of these texts silently, and should therefore help our students develop silent reading. But upto class five, reading aloud is no problem. We will now see how this skill can be tested.



Picture 8: A reading class.

Word-matching test: In this test students are required to underline the word which is the same in both the rows.

Ex : Rat Rot, Hot, Cot, Lot, Rat
 Now How, Cow, Bow, Now

Task 11

a) Make a list of words for word-matching test.

Sentence-matching Test: In this test students are required to underline the sentence on the right which is the same as the one on the left.

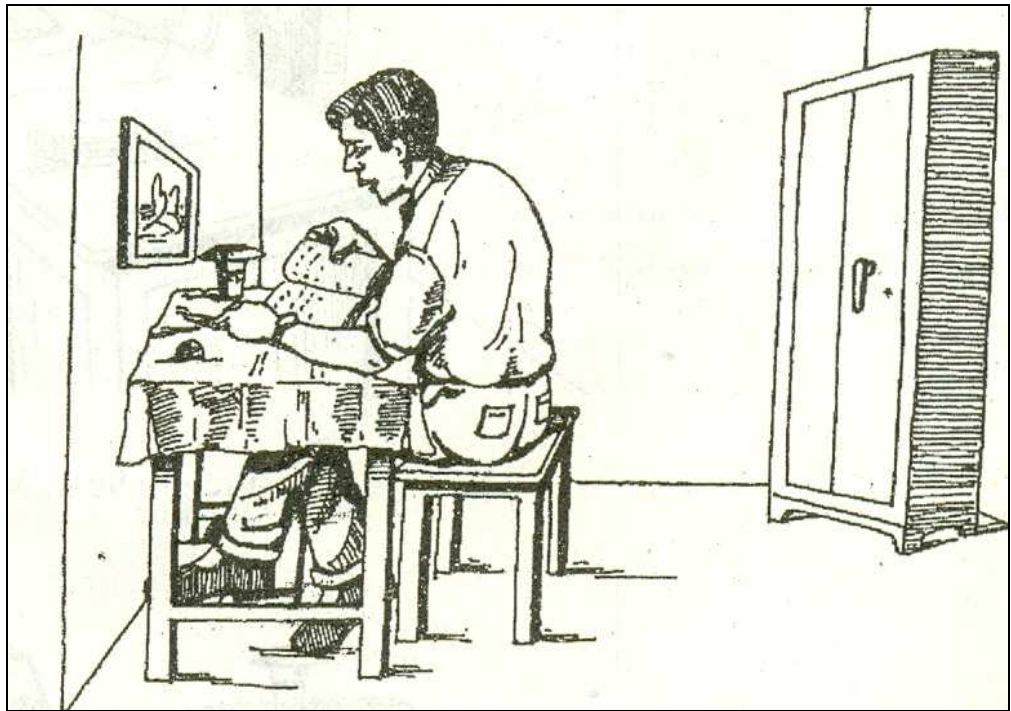
Ex : He is reading.

- a. He has been reading.
- b. He has reading.
- c. He was reading.
- d. He is reading.

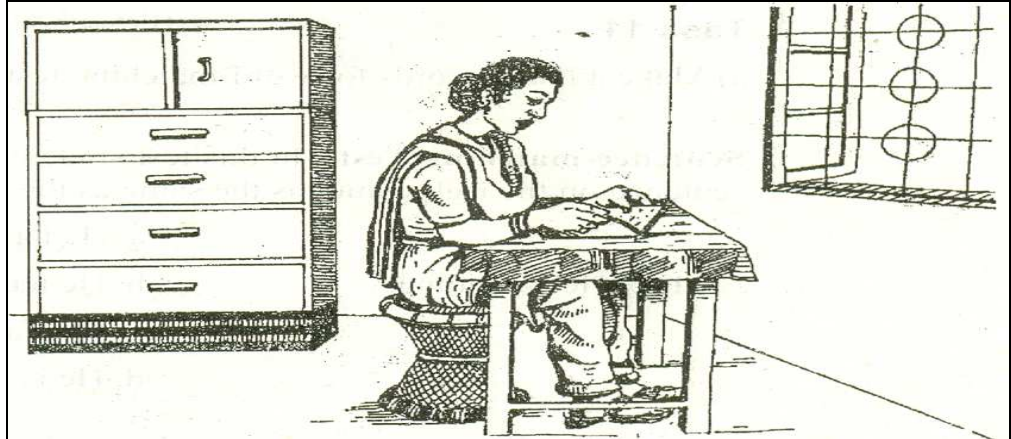
Task 12

a) Make a list of sentences for the above test.

Matching picture and sentence: In this test some pictures are given to the students. They read a sentence and then identify the picture which the sentence describes.



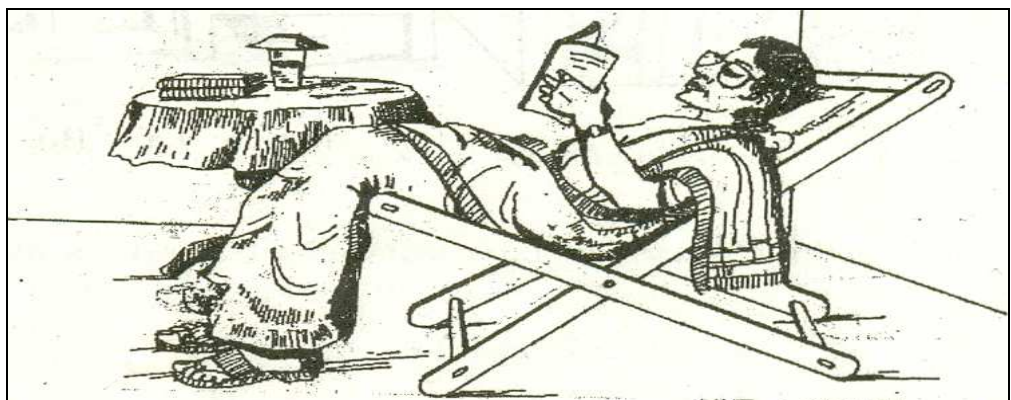
Picture 9 a: Boy reading



Picture 9b: Girl reading.



Picture 9c: Man reading.



Picture 9d: Woman reading.

Sentence: The man is reading.

Answer: Picture no. 9c.

Task 13

- a) Draw some pictures and ask students to identify the picture which your sentence describes.

True-False Test: This is the most widely used test for reading comprehension. It can be used both at the elementary and at the advanced level. Constructed easily, the main weakness of the test is guessing.

Task 14

Choose a lesson from your **English For Today** textbooks and write five true - false questions to test reading comprehension.

Multiple Choice Item Test: This is a very useful way of testing reading comprehension. The success of the test depends on the effectiveness of the items used. The test should provide the basis for sufficient number of items which should test more than a superficial understanding. This test is easy to mark and is very objective. But this test is not easy to design for the distracters (choices) could be difficult to find. Here again we have to determine our testing point first; what are we really trying to test? Sometimes 2/3 answers can be correct, and sometimes all from a list of four choices. Therefore, distracters in a multiple choice question must be carefully prepared.

Task 15

- a) What is superficial understanding?
b) Make a list of items for MCQ test.

Completion Item Test: This test requires students to supply a word or a phrase. Care should be taken so that there may not be more than one answer for the same question.

Task 16

- a) What does a student require to do in a **completion item test**?
b) Give 2/3 examples of completion item test.

Rearrangement item test is very useful for testing the ability to understand the sequence of events in a narrative. Students are given jumbled sentences which they are required to write in order. A thorough understanding of the text will be required by the students in order to be able to arrange the jumbled sentences.

Task 17

- a) What do students do in a rearrangement item test?

Open Ended Item Tests: In the open ended item test students have the freedom to write answers in their own way. They will, however, have to depend on the test. The answers may vary from one word to one or two sentences.

Task 18

- a) What is an open ended test?
b) Write questions for one word and one sentence answer.

Testing Writing Skill: Writing means writing free composition. The student shows his ability to organise ideas, knowledge of grammar, uses of language, knowledge of language forms and functions. The student is asked to describe a thing, to narrate an event, to discuss a point and write answers to questions from text. He also writes letters, applications, paragraphs, essays for his examination.

Testing Punctuation: In this test students are given a passage or a number of sentences without punctuation marks. Students will rewrite the passage or sentences with proper punctuation marks.

Task 19

Punctuate the following sentences:

- a. meteorology is the study of weather and weather forecasting.
- b. i am a student of sonapur high school
- c. rome is the capital of italy
- d. the book that attracted most readers is now out of market

Testing Spelling: The student should know the correct spelling of words. Otherwise he cannot write correctly. In this test the student's ability to write correctly is tested by means of dictation. Student may be given a whole paragraph to write, or just single words.

Task 20

Try out a spelling test with some learners using your **English For Today** textbook.

Testing by Setting the Composition: In this test students are given a specific situation. They may be given tables with information, graphs, notes, pictures and diagrams.

Task 21

- a) List 2 situations for setting the composition.

Testing by Controlling Composition: In this type of test the student's freedom is greatly curtailed. He has to follow the instructions given. The student may be asked to join sentences, complete incomplete sentences, fill in the blanks, reorder a text, copy with minor alternatives, and write a sentence to precede a statement.

Task 22

- a) What is controlled composition?
- b) Write 1/2 questions on controlled composition.
- c) Complete the following sentences;
 - 1. The food I like most.....
 - 2. Fatema's little sister...
 - 3. This was the pen...

LESSON**3****Continuous Pupil Assessment**

Objective:

After reading this lesson you will be able to–

- understand what is continuous assessment and what its features are.

The principal aim of teaching is to develop the child. This is a very difficult task. But this is the most important thing in teaching. The teacher has to take care of the child at all levels. The child should develop physically, mentally and emotionally. The school should look after all these things. The teacher should pay attention to the physical, mental and emotional needs of the child. It must be remembered that growing in one respect is not enough. If the child is to develop fully, all her needs should be looked after. It is through continuous pupil assessment that real development of the child can be ensured.

Task 1

- a) How should a child develop?
- b) What is continuous assessment?

Teaching and Assessment

Teaching and assessment or evaluations are inseparable. During teaching the teacher transfers or passes new ideas and information to the learner. This has a definite purpose. The purpose is to develop the child. But merely passing ideas to the learner is not enough. The teacher should see that ideas have been well received. In order to understand this she should keep on assessing them regularly. The work of assessment should continue until the end of the academic year. On the other hand if assessment is irregular teaching will be ineffective.

Task 2

- a) What does the teacher do while teaching?
- b) What is the result of irregular assessment?

Mediocre-
মধ্যম মাপের

All learners are not equal. Differences exist among them. Some learners are bright, some are *mediocre* and some are slow. The slow learners might leave school, as they cannot make any progress. But on the other hand, regular guidance and continuous assessment can produce highly satisfactory result.

Task 3

- a) Do you think all students need teacher's help?
- b) What will happen if the teacher provides regular guidance?

The teacher recommends and provides remedial or corrective measures for students who cannot cope with their academic work. For them remedial measures are very important. These students have special problems for which they need help. The teacher's job is to identify the problems and help them. This means additional work for the teacher. But the teacher should not hesitate to help the students.

Task 4

- a) What do you understand by corrective measures?
- b) How can the teacher help her pupils who need special attention?

5. For continuous assessment of pupils the teacher has her own devices. These devices enable the teacher to apply appropriate measures for the development of the pupils. The devices are the following:

- a) Written examination
- b) Practical examination
- c) Observation
- d) Assignment
- e) Check list
- f) Cumulative record

With the help of these devices the teacher can form a clear estimate of her pupils.

Task 5

- a) What is an assignment?
- b) What do you understand by observation?