

EVALUATION – ROLE PLAYED IN THE CLASSROOM CONTEXT

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Abstract

The aim of this paper is to explore the concept of evaluation, testing and assessment practised in the classroom context. Evaluation is the means of determining the potentialities of interest of each and every student. Evaluation encompasses a wider terminology than the measurement. A term interchangeably used with evaluation is testing or assessment. Assessment precedes the final stage of the evaluation. The paper reports the comparison of measurement and evaluation. It also deals with the concept of tests, testing and also aspects of evaluation. The paper shows the role of the learner and the teacher involved in the process of evaluation. The paper finally brings out the ultimate aim of the evaluation is to improve progress among the learners involved in the teaching-learning process.

Keywords: *Evaluation, Testing, Assessment, Tests, Measurement, Teacher and learner.*

Introduction

Evaluation is a natural activity, consciously or unconsciously, formally or informally taking place in our day to day life. It is an integral part in the teaching- learning process. Learning outcome is the basis of Evaluation. The tools of evaluation are tests and examination. Evaluation is considered to be a process through which the assessment, achievement and effectiveness of educational programmes are determined.

The Concept of Evaluation

Evaluation is concerned with “what” has been taught in the teaching- learning process. It also deals with the determination of the students’ achievement during a given period of time and also to motivate them to put extra efforts in their learning process. It is the means of determining the potentialities of interest of each and every student. The process of evaluation is also meant to test the effectiveness of the methods and instructions employed during the course of teaching and extent of achievement of educational goals. It is generally used to pass the judgments, regarding students’ progress in a subject or field of action. The teacher should use the evaluation data as the diagnostic device to provide proper remedial measures to improve the students’ learning process.

Comparison of Measurement and Evaluation

Evaluation is the dynamic process of finding out the extent to which the instructional objectives have been attained. Evaluation encompasses a wider terminology than the

measurement. Conducting an examination and giving marks is measurement. Comparing the scores and judging the students achievements is evaluation. For example, a student gets 65/100 marks, is measurement. Based on the performance, if a student is considered as an average candidate in the particular subject, then it is considered to be an evaluation. Evaluation is not limited to only the paper and pencil test. It is also known for the any valid evidence that helps a teacher to understand the students better, so that the students can achieve an all round development.

Techniques of Evaluation

Techniques are based on principles of scientific and psychological observation, analysis and interpretation of students' abilities. It implies objective based instruction and as a continuous assessment for the progress of students.

The Concept of Testing

A term interchangeably used with evaluation is testing or assessment. When we carry out assessment or administer a test, we measure the performance of students and the results of such a procedure may determine whether a learner moves into a higher class or may inform us how well the learner has performed in the test. Test helps us to diagnose the students' strengths and weaknesses.

Tests

Testing is said to be any structured way to measure language ability. There is no distinction made between testing and examination. Testing is merely to test the recall of content what is read and understood in the class by the students. Tests and Exams play an important role in order to assess the student performance in both schools and colleges in the Indian context. Tests can be conducted in an oral form or a written form. Most of the teachers prefer written form of testing in the Indian scenario in order to handle larger class students and mixed ability classrooms.

Assessment

Assessment is derived from the word 'assess' which means 'to sit beside' or 'to assist'. Assessment is defined as a process of gathering the data and fashioning the collected data into an interpretable form, from which the judgement can be made on the basis of set assessment rules. The processes and instruments designed to measure the learner's achievements, when the learner is engaged in the instructional programme is called as an assessment. It is used to ascertain the extent to which the objectives of that particular instructional programme are fulfilled. Assessment precedes the final stage of the evaluation. Assessment is also made towards the end of the course to find out what the learner is learnt.

Thus, it has a limited perspective with the focus on the product of learning, whereas evaluation focuses on the means and is intended to serve the learning process.

Aspects of Evaluation

Teacher, learner and teaching-learning process are the three triangular aspects involved in the evaluation process. Ideally stressing, both teacher and learner have to be involved in the teaching- learning evaluation process.

Role of the Teacher

Teacher plays a major role in the evaluation process. Without teacher the entire learning process will not be fulfilled. The process has to become a learner- centred one and the role of the teacher has changed into as a facilitator. Teachers are of two types as evaluators. One is internal evaluator and other one is an external evaluator. During the time of tests and exams, they have to enact the role as invigilators. The teacher, as an insider in the classroom has greater experience and deeper understanding of the situation. They also have deep insights into the working of different aspects of the particular process. It is the duty of the teacher to build relationship and coordinate activities in the classroom. As an evaluator, teachers should be objective rather than subjective and also not to be involved in any bias. The disadvantage for the teacher as an external evaluator is limited time duration and they would be question of answerable in validity.

Role of the Learner

Learner plays a greater part in the teaching-learning process. In the mode of self-learning, learners tend to have the habit of helping one's own learning and they develop the ability to evaluate one and others. Evaluation is a one way process. It also depends on the performance of the learners. Learners' involvement is needed in interactive manner. They also need some orientation or training in order to participate in a systematic and principled way. By active participation, learners will gradually internalize the nuance of the evaluation system. The meaningful feedback enables the teachers to transform the learners as better ones in the process of evaluation.

Conclusion

Evaluation primarily aims at growth and development of the students. The ultimate aspect of evaluation is to improve the progress among them in their teaching- learning process. Evaluation is a dynamic one. It is not only a means for testing the academic achievement of the students but also helps in all the important dimensions of the students' personality and academic activities. As a systematic process, it helps to determine the extent to which the educational objectives and the effectiveness of the various learning experiences are to be achieved.

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