

2.3- TYPES OF EVALUATION

Evaluation may be conducted at several places or instances in the teaching learning process, both for product evaluation and process evaluation purposes. Many teachers may not realise that they actually can, and frequently do, evaluate in ways other than to provide evaluative information for the end of a course of study. As being important, forms of evaluation are commonly accepted by educators particularly to student evaluation and curriculum evaluation.

a) Formative Evaluation

- i. Wiersma and Jurs (1990) state:
"Formative evaluation occurs over a period of time and monitors student progress"
- ii. According to Gronlund N. E. (1985)
"Formative evaluation is used to monitor learning progress during instruction and to provide continuous feed back to both pupil and teacher concerning learning successes and failures. Feed back to pupil reinforces successful learning and identifies the learning errors that need correction. Feed back to the modifying instruction and prescribing group and individual remedial work."
- iii. In the view of Ebel R. L. and Frisble D. A. (1986):
"Formative evaluation is conducted to monitor the instructional Process, to determine whether learning is taking place or not as planned."

If we analyze all these definitions from the point of view of a classroom teacher we come to the following conclusions about formative evaluation:

- i. Formative evaluation is directed towards providing information on learner performance at one or more points during the learning process. For example, a home economics teacher is interested in determining the degree of mastery during a learning task (sewing a shirt) and to pinpoint that part of the task not mastered. Appropriate assessment activities would be employed to determine the effectiveness of student progress at particular points in that process and to provide them feedback on their performance.
- ii. Within product evaluation, the purpose is to help both the learner and the teacher focus upon the particular learning necessary for mastery, that is, evaluate how well the student is progressing

during the learning experience in order to determine if changes are required along the way. Formative evaluation may also be undertaken in curriculum teaching and program evaluation in order to obtain evaluation information of the performance, at the time of curriculum, teaching or program.

- iii. Some would argue that most the applications of curricula is concerned with formative evaluation. This means that any evaluation we undertake is seen as part of a process of ongoing development and the evaluative information available will enable changes to be made. Thus a student receiving evaluative information in year 10 is better placed to make decisions and to improve one's performance for years 11 and 12.

Similarly a program may be subject to formative evaluation with a view to providing feedback to participants on how well they are progressing.

Evaluation that seeks to improve the learning/teaching system by feedback of information from test results that can illustrate the effectiveness of teaching methods, or highlight learning difficulties, called formative evaluation.

b. Summative evaluation

Summative evaluation is directed towards a general assessment of the degree to which the larger outcomes have been attained over the entire course or some substantial part of it: that is evaluation employed at the end of a learning experience to indicate student achievement. Major examinations (Matric for example) provide data for end-of-schooling evaluation.

- i. According to Wiersma and Jurs (1990):
"Summative evaluation is done at 'the conclusion of instruction and measures the extent to which students have attained the desired outcomes.'"
- ii. Gronlund N.E. (1985) observes:
"Summative evaluation typically comes at the end of a course (or unit) of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades"

or certifying pupil mastery for intended learning outcomes."

- iii. Frisble (1986) write:
 "Summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction."

A perusal of the above definitions shows that the formative and summative evaluation has the following chief characteristics:

- i. Sometimes it is difficult to determine if evaluation is summative or formative in nature and indeed some educators argue that all evaluation is essentially formative. However, there are times when the nature of the educational experience changes so significantly that the evaluative data collected may be used for a summative purpose. When students move from primary to secondary school, college and from there to university or employment may be judged on two occasions at which summative evaluation may be made.
- ii. Thus educators can do and make summative evaluations about student performance in primary schools about their educational experiences in secondary schools in University. Frequently these summative evaluations are manifested in certificates, reports, achievement statements and so forth.
- iii. In terms of educational programs, for example, a reading program, a personal development program or an advanced science program, summative evaluation techniques may be employed to determine whether or not the program should continue. Summative evaluation is also frequently used with programs to determine the degree of their effectiveness in achieving their stated goals.

<p>Evaluation at the conclusion of any educational plan or activity is to find out effectiveness of that activity is called summative evaluation.</p>

c. **Diagnostic Evaluation**

Clinton I. Chase (1978) remarks in his book.

"Measurement for educational Evaluation", (pp. 96-97)

Diagnostic evaluation is directed towards two purposes. Either for placement of students properly at the outset of an instructional period (such as secondary school) or to discover the underlying cause of deficiencies in student learning as instruction unfolds. The essential feature of diagnostic evaluation, therefore, is to provide useful information on student performance in order to address a perceived problem.

Diagnostic evaluation may be employed when modifying content in a curriculum by the exclusion or addition of material or in modifying the program of a student to meet individual needs.

Norman E. Gronlund (1985) observes that:

Teachers constantly engage in all three forms of evaluation although often not in a systematic manner. Students coming into a new school year are often evaluated during a course of instruction and given feedback to assess them with their development. Finally school reports at the end of term, semester or year reflect the summative evaluation undertaken by the teacher.

TABLE 2.1
FEATURES & THE MAIN CHARACTERISTICS OF FORMATIVE,
SUMMATIVE AND DIAGNOSTIC EVALUATION AS
OUTLINED BY BLOOM (1971)

	Formative	Diagnostic	Summative
Function	Analysis of learning units, Feedback to students and diagnosis of difficulties. Feedback to teachers and quality control	Diagnosis of prerequisite entry behaviour and skill, Diagnosis to determine the extent of prior mastery of course objectives	Assignment grades certification of skills and abilities prediction of future success Initiation of subsequent learning feedback to students

	forecasting summative evaluation results	Placement of diagnosis for alternative curricula	comparing outcomes of different groups.
Emphasis	Cognitive entry behaviours affective entry characteristics	Cognitive and affective behaviours physical, psychological and environmental factors	Cognitive outcomes affective outcomes rate of learning, type of achievement.
Time	At frequent intervals whether or not preliminary instruction is complete	For placement before commencing a unit of learning during instruction when a student reveals repeated inability to profit from the learning experiences	Generally at the end of a unit of learning more frequently at progressive stages in a course of study (i.e. continuous assessment of developmental stages in learning)
Types of instruments	Instruments constructed to test the essential elements of a unit teacher-made tests. work samples. Interviews checklists, rating scales.	Standardised achievement tests Standardised diagnostic tests Teacher-made instruments Observations and checklists	Final Summative examinations, unit progress tests, work samples. Self-reports

Source: B.S. Bloom, 1971

For further detail, please go through the given pages.

Lewy, A. (1990)	<u>Formative and Summative Evaluation</u> , The International Encyclopaedia of Educational Evaluation, New York, Pergamon Press, pp. 26-28	2-1
--------------------	--	-----