

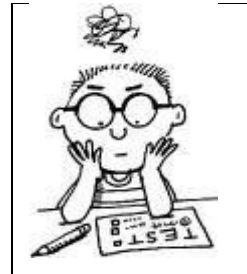
1.1 Concept of Measurement, Assessment and Evaluation

Despite their significant role in education the terms measurement, assessment, and evaluation are usually confused with each other. Mostly people use these terms interchangeably and feel it very difficult to explain the differences among them. Each of these terms has a specific meaning sharply distinguished from the others.

Measurement: In general, the term measurement is used to determine the attributes or dimensions of object. For example, we measure an object to know how big, tall or heavy it is. In educational perspective measurement refers to the process of obtaining a numerical description of a student's progress towards a pre-determined goal. This process provides the information regarding how much a student has learnt. Measurement provides quantitative description of the students' performance for example Rafaih solved 23 arithmetic problems out of 40. But it does not include the qualitative aspect for example, Rafaih's work was neat.

Testing: A test is an instrument or a systematic procedure to measure a particular characteristic. For example, a test of mathematics will measure the level of the learners' knowledge of this particular subject or field.

Assessment: Kizlik (2011) defines assessment as a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. For example, a teacher may assess the knowledge of English language through a test and assesses the language proficiency of the students through any other instrument for example oral quiz or presentation. Based upon this view, we can say that every test is assessment but every assessment is not the test.



The term 'assessment' is derived from the Latin word 'assidere' which means 'to sit beside'. In contrast to testing, the tone of the term assessment is non-threatening indicating a partnership based on mutual trust and understanding. This emphasizes that there should be a positive rather than a negative association between assessment and the process of teaching and learning in schools. In the broadest sense assessment is concerned with children's progress and achievement.

In a comprehensive and specific way, classroom assessment may be defined as:

the process of gathering, recording, interpreting, using and communicating information about a child's progress and achievement during the development of knowledge, concepts, skills and attitudes.
(NCCA, 2004)

In short, we can say that assessment entails much more than testing. It is an ongoing process that includes many formal and informal activities designed to monitor and improve teaching and learning.

Evaluation: According to Kizlik (2011) evaluation is most complex and the least understood term. Hopkins and Antes (1990) defined evaluation as a continuous inspection of all available information in order to form a valid judgment of students' learning and/or the effectiveness of education program.

The central idea in evaluation is "value." When we evaluate a variable, we are basically judging its worthiness, appropriateness and goodness. Evaluation is always done against a standard, objectives or criterion. In teaching learning process teachers made students' evaluations that are usually done in the context of comparisons between what was intended (learning, progress, behaviour) and what was obtained.



Evaluation is much more comprehensive term than measurement and assessment. It includes both quantitative and qualitative descriptions of students' performance. It always provides a value judgment regarding the desirability of the performance for example, Very good, good etc.

Kizlik 2011	http://www.adprima.com/measurement.htm
-------------	---

Activity 1.1: Distinguish among measurement, assessment and evaluation with the help of relevant examples

1.2 Classroom Assessment: Why, What, How and When

According to Carole Tomlinson "Assessment is today's means of modifying tomorrow's instruction." It is an integral part of teaching learning process. It is widely accepted that effectiveness of teaching learning process is directly influenced by assessment. Hamidi (2010) developed a framework to answer the Why; What, How and When to assess. This is helpful in understanding the true nature of this concept.

Why to Assess: Teachers have clear goals for instruction and they assess to ensure that these goals have been or are being met. If objectives are the destination, instruction is the path to it then assessment is a tool to keep the efforts on track and to ensure that the path is right. After the completion of journey assessment is the indication that destination is ahead.