

TEST, EXAMINATION AND EVALUATION: AN INTRODUCTION

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1. Introduction

Test, Examination and Evaluation are very important in education. Basically test, examination and evaluation are interrelated with each other. All these are very useful in promoting students from one class to another class. Test, examination and evaluation motivate the students to learn more and work hard. By the test, examination and evaluation, a student's weakness in specific subjects is judged and remedied.

2. Tests

The word "Test" has been derived from the Latin word "Testum". It means to test by melting the mixture of minerals that was put into it in order to find out whether there was any gold in the mixture.

According to K.L. Bean "A test is an organized succession of stimuli designed to measure quantitatively or evaluate qualitatively some mental process trait or characteristic".

According to Lee J. Cronbach "A test is systematic procedure for comparing the behavior of two more persons"

We can say that the test is a good teaching device. The teacher can also judge the progress of students from time to time by their test. The test will be content based and particularly related to one topic. It may be held weekly, fortnightly or monthly.

On the other hand, a test is also an objective and standardized procedure, tool, device for measuring a behavioral sample such as ability, achievement, proficiency and other traits.

3. Characteristics of Test

1. It should contain that matter which is taught to the students before sometime.
2. The test should encourage the student to put forth his best efforts.
3. The test should be reliable and valid.
4. The test should be conducted in the short term.
5. The test should be conducted weekly, fortnightly or monthly.

4. Examinations

The word "examination" has been derived from the Latin word "Examen" which means the tongue of balance is examination. It indicates that the weights are equal on both sides of balance. Examination is a method to know whether the student has acquired a particular standard of knowledge or not. Examination is generally a summative assessment and also it is broader than tests. It is conducted at the end of the year. It may be conducted

quarterly, half-yearly and yearly. The exam consists of a series of questions. Questions can be either multiple choice or free text or a sub system in a wider system of evaluation which measures qualitative and quantitative aspects of the human mind.

5. Examinations features

1. All the students are given the same task to perform at the same time.
2. Students are not allowed to consult references and information sources while performing the task.
3. Students are not allowed to consult one another.
4. An examination is a test to show the knowledge and ability of students. A student who takes an examination is a candidate. An examination may be a written test or an oral test.

6. Purpose of Examination

1. The exam evaluates the students ability of learning. It is an effective way to analyze the knowledge of students. It is a measurement of how much they learn and constraint in the study. An exam is for self improvement.
2. A test of students' knowledge or skill in a particular subject.

7. Function of Examination

The examination department mainly deals with the appointment of paper setters, examiners, moderators, senior supervisors, preparation and publication of schedule of examination. The main aim is to conduct an examination to get the performance of the candidates at the examination.

8. Characteristics of Examination

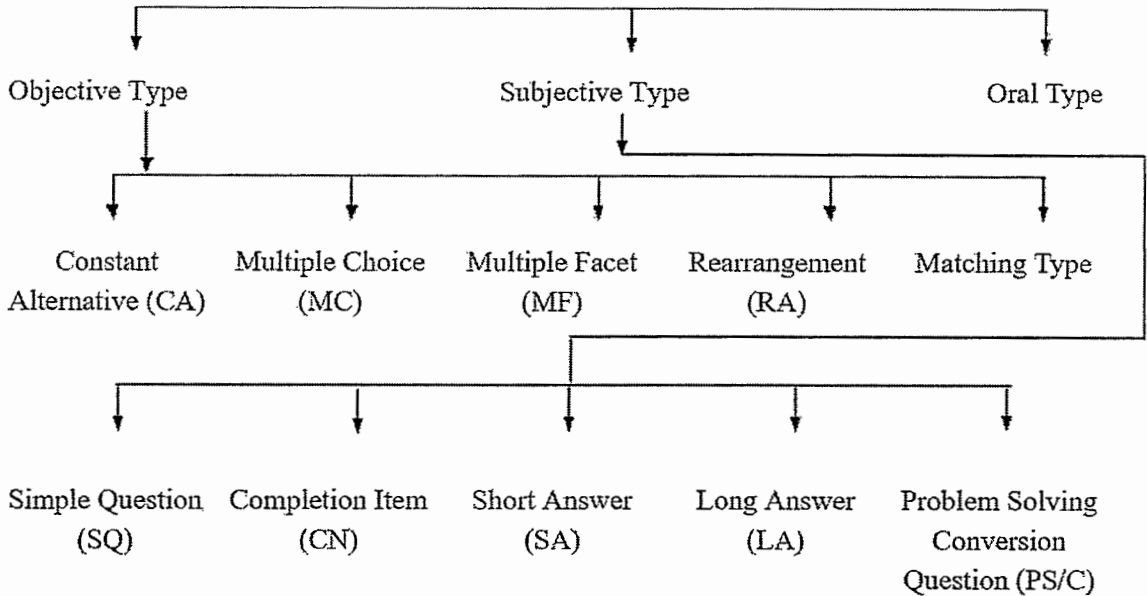
1. Examination covers the whole course.
2. Examination improves the students overall personality, memory and their revision skills.
3. These questions are never beyond the level of students.
4. Students are properly instructed to write correctly/correct answer.

9. Difference between the Test and the Examination

Test	Examination
(i) Test can be conducted weekly, fortnightly or monthly	(i) Examination can be conducted at the end of the academic session
(ii) It covers the whole taught area.	(ii) It covers only selected and important area of the curriculum
(iii) It is useful in checking the progress of students from time to time.	(iii) It determines the success or failure of the students.
(iv) Test works as a tool of evaluation.	(iv) Examination is also a tool of evaluation

10. Types of Questions

Examination may be classified on the basis of types of questions.



11. Objective Types

An objective type item requires students to choose several distinguished alternatives. An objective test affords much freedom for the test designer to express his knowledge and value but gives the student the option to express their answer in the most brief manner possible incorporating only the key features. The objective tests are highly reliable and the large content coverage answer is predetermined. No judgement is required on the part of the scorer.

These are easily administered, checked and scored. These types of questions cover a wider range of subjects. Generally used to measure the recall of factual knowledge such as names, events, dates, definitions etc. Relatively easy to construct and score but without knowledge of the content, attempting to give a precise answer is difficult and the chances of scoring by guessing the answer is about 50%.

12. Forms of Objective Type Questions

- (a) Recalling
- (b) Recognition

(a) Recalling :- In recalling knowledge of the facts and events of the students tested. Two objectives of teaching knowledge and understanding are tested on it.

(b) Recognition :- This type of questions may be in the following forms:-

12.1. Constant Alternative: - It requires the examinee to choose the right answer from the two given alternatives. It can take a variety of forms. Measure the ability to identify whether statements of fact are accurate or not.

12.2. Multiple Choice: - It has two parts of which one part is 'stem' and the other is a group of 'options'. The 'stem' may be a direct question to be answered or an incomplete statement to be completed. The 'option part' may consist of a set of four alternatives or options of which one will be the correct answer or key. The student selects the correct answer and puts '✓' mark against it.

12.3. Multiple Facet: - It is a combination of multiple choice items given one below the other relating to various aspects of the theme presented as material, picture or diagram or a combination of these. A series of multiple choice questions will enable in examining multiple knowledge about a single topic. Multiple abilities about the same topic are also tested. Particularly useful for testing higher order intellectual abilities can be used to test various aspects of learners growth at the same time.

12.4. Rearrangement: - Words provided in a haphazard manner or without a sequence. Mental processes for answering depend on how the subject matter has been taught.

12.5. Matching type: - In it different statements with their meanings are given but these are not written in correct order. The students select the correct matching and write it. In this case, there are two lists of words which are called 'premises' and 'responses'. It consists of two lists of symbols, words, phrases or statements and requires the examinee to match the items of the first list with those of the second list appropriately. Sometimes the number of items listed in the second list is more than that of the first list. This would help reduce the guessing probability.

13. Using of Objective Type Questions

- a) Objectivity in answering
- b) Validity of Answering
- c) Comprehensibility
- d) Utility of the answer
- e) Scorability

14. Demerit of Objective Type Question

- a) Difficult to construct such a question.
- b) Guessing possibility is more.
- c) Less scope to examine higher level ability.
- d) There is less scope for examining creative skills.
- e) We cannot test how the examinee understands the theme.

15. Forms of Subjective Type Question

It requires from the examinees to supply the answer. Answers are not usually predetermined. Subjective type questions are most suitable to check the higher level abilities. Unique in measuring student's ability to select, organize and integrate the thoughts and present them in logical form. This type of question may be in the following forms.

(i) Simple Question :- Simple questions are those which can be answered in just one line or one word.

(ii) Completion Item :- It requires an examinee to recall a word, a number, a phrase of a sentence deleted or omitted from the statement and get the blanks filled in correctly. Efficiently measures lower level of cognitive ability. Minimize guessing as compared to multiple choices or true/false items.

(iii) Short Answer :- It requires the examinee to produce brief compact answers. The answer may usually be a paragraph or two. But the length of the answer may vary from one student to other students. In it a wide syllabus is covered. Easy and less time consuming in writing items. Scoring is easier than long answer questions.

16. Merits of Short Answer Questions:-

- a) Easy to write items.
- b) Guessing is less likely than selecting type items.
- c) Broad range of knowledge can be measured.
- d) Students write pinpointed answers.

17. Demerits of Short Answer Type Questions

- a) Scoring is tedious and time consuming.
- b) Students have to study the whole syllabus.

(iv) Long Answer Question :- In this question students' expression, their views, their comparison are tested. Suitable to measure higher order abilities requiring the use of complex skills such as application analysis, synthesis and evaluation. Response may be restricted or unrestricted.

18. Forms of Essay type Tests

These test may be in the form of:-

- a) Explanation writing
- b) Essay writing
- c) Critical description

- d) Translation
- e) Central Idea

19. Merit of Long Answer

- a) These are easy to construct
- b) These are helpful in measuring higher mental abilities.

20. Demerit of Long Answer

- (a) It is difficult to relate to the intended learning outcome because of freedom to select, organize and express ideas.
- (b) Scores are raised by writing skill and bluffing and lowered by poor handwriting, misspelling and grammatical factors.

(v) Problem Solving/Conversion:- Require the examinee to provide solutions to the given problems. Questions of this kind help to evaluate the higher order abilities of the students in higher education.

21. Oral Test/Examination

Important forms of oral examination are interview, viva-voce, quiz contest, panel discussion or group discussion. Each of these can be used as a teaching-learning technique and as an evaluation technique. Oral test is one where an examinee is interviewed by an examiner or a group of examiners in a face to face situation. It is a time consuming process. The questions are not predetermined.

22. Advantages of Oral Tests

- a) Students develop expression power so they can describe their life.
- b) Students' pronunciation is corrected.
- c) To identify and analyse pupils' presence of mind as exposed through oral questioning.
- d) To evaluate a pupil's cognitive, affective and psychomotor abilities.

23. Disadvantages of oral Test

- a) There is no place for writing.
- b) It is time taking.
- c) There is subjectivity in marking.

24. Evaluation

Teaching, Learning and Evaluation are interrelated and interdependent activities in the field of education. Testing and Evaluation is an essential and integral part of every educational system.

According to Hanna "Evaluation is the process of gathering and interpreting evidence on changes in the behavior of all students as they progress through school".

According to J.W. Writghtstone "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement"

It is a gradual and continuous process. It is to find out the progress of the students. It reforms the educational process and helps in understanding pupils, tests, interest, behavior, adjustment etc. It helps in the improvement of the teacher's teaching process.

25. Function of Evaluation

- a) To make provision for guiding the growth of individual pupils.
- b) To diagnose their weakness and strength.
- c) It ascertains how far learning objectives could be achieved.
- d) It gives reinforcement and feedback to teachers and students.
- e) To ascertain the students qualities of social development.

26. Types of Evaluation

There are two types of evaluation

- a) Internal Evaluation
- b) External Evaluation

27. Internal Evaluation

Internal Evaluation is the evaluation in which the teacher and the examiner are the same person. The same teacher teaches a particular subject and he or she sets the paper and evaluates the achievement of the students. No external experts are invited. Class test, unit test, weekly test, monthly test, quality test etc are examples of internal evaluation.

28. External Evaluation

The evaluation procedure in which the evaluators or examiners are invited from outside is called external evaluation. The teachers who are teaching a particular group of students are not involved in the evaluation of their students.

29. Difference between Formative and Summative Evaluation

Formative Evaluation	Summative Evaluation
Conducted during the process of teaching and learning during the class, during the semester or a session	Conducted at the end of the process of teaching and learning e.g. At the end of class, at the end of semester, at the end of session etc.
Conducted regularly during the class, course, or session	Conducted at the end of the course or session or programme.
Give limited generalization	Give broad generalization
Limited content area and ability are covered.	Large content areas and abilities are covered.

Therefore, we can say that the formative evaluation is a monitoring type of evaluation which is used to monitor the progress of students during the class, course or session. Whether learners' scholastic and non-scholastic areas are developing properly. Whether progress is satisfactory or not.

Summative evaluation is done at the end of a course semester, or a class or topic. It is meant to evaluate the quality of the final examination and it is also to see that instructional objectives have been achieved.

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