

Topic :- Types of Evaluation Teacher Name :- Jaspreet Kaur

Evaluation can be classified into three broad categories :

- (1) Diagnostic evaluation
- (2) Formative evaluation
- (3) Summative evaluation

1) Diagnostic evaluation

This type of evaluation is done in the beginning of the teaching-learning process in order to find the deficiencies and weakness, either on an individual or at class level. It tries to find out the causes of those problems which remain unchecked and unremedial. It helps to design the course and curricula according to the capabilities of the learner to help him. To overcome his deficiencies in knowledge, skills and abilities.

Techniques of Diagnosis

- a) Observation
- b) Systematic analysis of various characteristics of pupil's ^{work} work
- c) Systematic analysis of the pupil's oral responses.
- d) Analytical diagnostic
- e) Interview
- f) Laboratory procedures.

* Use of Diagnostic Test

- 1) Finding strengths and weaknesses.
- 2) Finding causes of problems.
- 3) Solution of the problem.
- 4) Designing curricula.
- 5) Knowledge of progress.
- 6) Providing guidance.
- 7) To discover and analyse the difficulties of the students.
- 8) To provide appropriate remedial instructions to the individual students.
- 9) Used for discovering faults, difficulties, handicaps and weaknesses of the students.

2 Formative Evaluation

This evaluation is concerned with making decisions relating to forming or development of the students and course. It takes into account smaller units of the curricula. It provides feedback at appropriate stages of the teaching-learning process which helps in making changes in the curriculum.

- (1) Helps to evaluate the learning environment.
- (2) Helps in evaluating courses and curriculum.
- (3) Feedback to the teacher provides information for improving instructions.
- (4) Feedback to the students provides reinforcement of successful learning.

Advantages/Uses of Formative Evaluation

- (1) It helps students in pacing their learning & also in remedying the particular gaps in their learning.
- (2) It informs a student where and what kind of corrective & remedial measures are needed.
- (3) Errors/difficulties detected on formative tests can be corrected by suitable remedial measures.
- (4) Formative evaluation material may also be used for quality control purposes.
- (5) When a student is continuously evaluated & guided through a formative evaluation scheme, there is no reason for his failure in the final summative evaluation.

- (6) Formative evaluation provides useful feedback to students by locating their difficulties.
- (7) Students can achieve the desired objectives of learning if scheme of formative evaluation is appropriately used.

Summative Evaluation

3)

This evaluation is concerned with making judgement about a finished process. Terminal examination - whether internal or external are the example of it. It is used at the end of the course for purpose of grading, certification, evaluation of progress. It is the form of cumulative assessment.

* Uses of Summative Evaluation

- (1) Used for assigning grades.
- (2) Use for certification.
- (3) Prediction of success.
- (4) Knowledge of progress.
- (5) Comparison of groups.
- (6) To determine the status of achievement at the

end of an instructional segment.

- (7) To determine how well things went.
- (8) Formal classroom tests, unit tests, final examinations are the most frequently used tools in this type of evaluation.

