

Instructional Evaluation

Grade: XII

Full Marks: 50
Teaching Hrs: 75

I. Introduction

This is a theoretical course designed to develop knowledge and experience in instructional evaluation. It introduces some tools and techniques essential for instructional evaluation in the primary and lower secondary levels. It also provides knowledge and skills in construction of simple classroom tests.

II. General Objectives

The general objectives of this course are to:

1. develop understanding of the purpose, ways and means of instructional evaluation at the primary and lower secondary levels;
2. develop knowledge and skills in developing, administering, and scoring a teacher made test, and in analyzing and using test results; and
3. make familiar with the development and problems of instructional evaluation of primary and lower secondary level education in Nepal.

III. Specific Objectives

On completion of this course students will be able to:

1. explain the meaning of instructional evaluation;
2. distinguish between measurement and evaluation;
3. describe purpose and types of evaluation;
4. write specific objectives of knowledge, understanding, application and skills level ability;
5. develop specification chart;
6. construct long answer type questions for assessing behaviors representing knowledge, understanding, application and skills;
7. construct short answer and objective type of questions representing knowledge, understanding, application and skills;
8. prepare direction for the test administration;
9. prepare scoring guidelines;
10. score and appraise the test items;
11. prepare test results;
12. interpret the scores;
13. perform simple item analysis using graphs and central tendency;
14. use test results as feedback for instructional improvement and for correcting students' errors;
15. describe the qualities of a test;

16. describe briefly the instructional evaluation schemes of primary and lower secondary school levels in NESP, BPEP, NCF and SSR in Nepal; and
17. identify the problems and issues related to instructional evaluation at primary and lower secondary levels in Nepal.

IV. Course Contents

Unit I: Concept of Instructional Evaluation 5 hrs

1. Meaning and definition of instructional evaluation
2. Relationship between instruction and evaluation
3. Differences between measurement and evaluation
4. Purposes of evaluation
 - grading and placement
 - certifying
 - diagnosis and instructional improvement
 - promotion of learning
5. Types of evaluation- formative and summative (meaning, purpose, frequency of use and tools used)

Unit II: Planning the Instructional Evaluation Tools 10 hrs

1. Determining the objectives
 - General and specific objectives (Concept and examples)
 - Levels of objectives- knowledge, comprehension and application
 - Writing specific objectives (According to criteria and levels)
2. Preparing a table of specification (Meaning and specimen)
3. Writing relevant test items
4. Assembling the test
5. Providing a definite format to the test

Unit III: Instructional Evaluation Tools and Its Construction 25 hrs

1. Types of tools (only examples, uses and limitations)
 - Written tests (objective types- multiple choice, true false, matching, and completion, short answer, and essay questions and its types)
 - Practical tests
 - Oral tests
 - Aural tests
 - Non-testing devices (observation-rating scale and check list, cumulative record, anecdotal record and portfolio)
2. Construction of evaluation tools (with theory and practice together)
 - General guidelines for construction of tools
 - Specific guidelines for the construction/maintenance of each type of tools mentioned in 1

Unit IV: Administration, Scoring and Analyzing the Test Result **20 hrs**

1. Reviewing and editing
2. Arranging the test items in order of difficulty
3. Preparing direction for the test
4. Conducting the examination - managing exam hall environment, time, teachers' roles and solving problems of exam hall
5. Preparing the scoring key for both essay and objective tests
6. Scoring the answer copies
7. Appraising the test items
8. Calculation of mean of students scores and interpretation
9. Representation of group and individual scores in bar and or pie diagrams
10. Use of test results for
 - correcting the error made by the students,
 - providing feedback to the teachers for instructional improvement,
 - grading and grouping for instructional purposes and
 - promoting students to upper grade

Unit V: Essential Characteristics of a Test **5 hrs**

1. Reliability: Meaning and example only
2. Validity: Meaning and example only
3. Objectivity
4. Efficiency
5. Comprehensiveness
6. Usability

Unit VI: Instructional Evaluation Scheme at Primary and Lower Secondary School Levels in Nepal:

10 hrs

1. Instructional evaluation scheme at primary level in the following time:
 - During NESP
 - During BPEP I and II
 - Currently
 - As proposed in National Curriculum Framework 2006
 - As proposed in SSRP
2. Problems and issues of instructional evaluation at primary and lower secondary levels.
3. Suggestions for improving the instructional evaluation of primary and lower secondary levels.

V. Instructional Materials

Following materials may be used:

- The actual test or questions used in previous examinations;
- Specimen of specification chart on different subjects prepared by CDC, HSEB;

- Specimen of different non -testing devices.
- Study reports on the evaluation practices in primary and lower secondary grades in Nepal.
- Textbooks

VI. Instructional Process

For clarifying different fundamental concepts such as instruction, evaluation, formative or summative evaluation, or reliability, validity, the teacher may start with the questions related to the daily life problems requiring evaluation such as “how the teacher judges how much the students have learnt?”, How can you be sure that one kilogram of sugar weighs one kilogram?” With such types of questions the teacher will relate to the main concepts.

In the content requiring skills, the teacher will encourage the students to involve in the actual work such as writing objectives representing different ability including knowledge, understanding, skills etc., preparing specification grid on different subjects, preparing questions of different types on different subjects.

Regarding the evaluation practices in Nepal, the teacher will provide information or encourage the students to collect the information from different sources DOE, school teachers, self reflection and the near by schools.

VII. Reference books:

1. Ebel, R.L. & Frisbie, D.A. (1991), *Essentials of Measurement in Evaluation*, Prentice Hall, New Delhi, India.
2. Freeman, R, and Lewis, R. (1998), First Indian Reprint (2005), *Planning and Implementing Assessment*, India: Kogan Page Limited.
3. Linn, R.L. and Miller, M. D. (2005), *Measurement and Assessment in Teaching*, India: Dorling Kindersley (India) Pvt. Ltd.
4. Skinner, Charles E. (1995), *Educational Psychology*, Prentice Hall of India, New Delhi.
5. Government of Nepal, Ministry of Education and Sports, Curriculum Development Center (2005), *National Curriculum Framework for School Education in Nepal*, SSRP Core document, Kathmandu, Nepal: Author.