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# UNIT 23 CONCEPT OF EDUCATIONAL EVALUATION

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## Structure

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## 23.0 OBJECTIVES

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The objectives of this unit are that after going through it the teachers will be able to

- differentiate between measurement and evaluation
- understand what is evaluation
- know what are the types of evaluation
- understand the purpose of evaluation
- utilise evaluation in the classroom purposefully
- **understand** the principles of evaluation
- design a good evaluation programme for themselves.
- explain how evaluation in English is different from other subjects.

You may have come across some of these concepts in other courses. Here, we are reviewing them, and helping you see them in the light of English language teaching.

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## 23.1 INTRODUCTION

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Evaluation is a part of life. Even in small things like which dress to wear for work, what gift to buy or when to cross the road, evaluation has to be made. In education, evaluation is all the more important because only through evaluation a teacher can judge the growth and development of students, the changes taking place in their behaviour, the progress they are making in the class and also the effectiveness of **her**/his own teaching in the class. Thus, evaluation has been an **integral part** of any teaching and learning situation. In fact, evaluation plays a pivotal role in deciding what the learners learn and what the teachers teach. It exerts an overwhelming influence on our system of education. The National Curriculum Framework for School Education, 2000, observes, "Teaching for successful learning cannot occur without high quality evaluation." The quality of any educational system is, thus, directly **linked** with the quality of evaluation.

The present scenario of evaluation at different stages of schooling in the country does not present a very bright picture as it suffers from a number of imperfections. One of the reasons for the problems regarding evaluation is that several school teachers are not aware of the concept of evaluation, what is involved in the process of evaluation

and how to utilize results fruitfully. This unawareness of some teachers has led them to test their students in a haphazard manner in both internal and external examinations. The situation requires that the teachers must be well trained in all the aspects of evaluation in order to improve the quality of education. This unit will help the teachers to have an idea of the concept of evaluation, types of evaluation, purpose of evaluation, principles of evaluation and characteristics of a good evaluation programme which in turn will enable them to design a good evaluation programme for their classes and utilize evaluation meaningfully. It will also enable them to understand the unique nature of evaluation in English.

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## 23.2 MEANING OF EVALUATION

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The word 'evaluation' is often confused with testing and measurement. Therefore, many a time teachers who give a test to the students, think that they are evaluating the achievement of the students. Testing is only a technique to collect evidence regarding pupil behaviour. Measurement on the other hand, is limited to quantitative description of the pupil behaviour. Evaluation is a more comprehensive term which includes testing and measurement and also qualitative description of the pupil behaviour. It also includes value judgment regarding the worth or desirability of the behaviour measured or assessed. Therefore, Gronlund (1981) has indicated this relationship in the following equation:

$$\begin{aligned} \text{Evaluation} &= \text{quantitative description of pupils (measurement)} \\ &\quad + \text{value judgment} \\ \text{Evaluation} &= \text{qualitative description of pupils (non-measurement)} \\ &\quad + \text{value judgment} \end{aligned}$$

Thus, evaluation may not be based on measurement alone but it goes beyond the simple quantitative score. For example, if a child gets 60 marks in an English language test, it alone does not tell us whether his/her achievement is satisfactory or not. It is only when we compare this mark of 60 percent with the marks obtained by other children in the class or with certain criteria laid down in advance, or with the child's own marks in previous tests, we are able to judge or evaluate whether his/her achievement in English is satisfactory or not. Thus, a students' achievement may be viewed at three different levels:

- |                         |   |
|-------------------------|---|
| 1. Self-referenced      | how the student is progressing with reference to himself/herself.                 |
| 2. Criterion-referenced | how the student is progressing with reference to the criteria set by the teacher. |
| 3. Norm-referenced      | how the student is progressing with reference to his/her peer group.              |

Evaluation has been defined by various educationists in different ways.

Tyler (1950) defined evaluation as "a systematic process of determining the extent to which educational objectives are achieved by pupils". This definition indicates that evaluation is a systematic process, and it omits the casual, informal or uncontrolled observation of the pupils. The definition also implies that objectives of education has to be identified in advance. Without predetermined objectives, it is not possible to judge the progress, growth and development of students.

According to another well known definition evaluation is providing information for decision making.

Thus **evaluation** is a systematic process of collecting evidence about students' **progress** and achievement in both cognitive and non-cognitive areas of learning on **the basis** of which judgments are formed and decisions are made. It has the following three components:

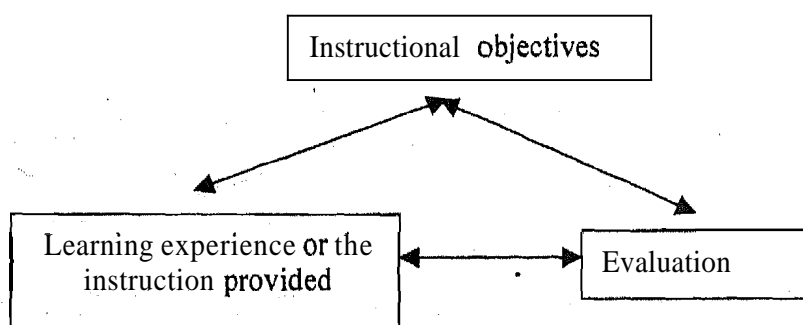
1. Information gathering
2. Information processing
3. Judgment forming and decision making

**Evaluation** is not always the end of a course. We not only want to know whether a student has developed a certain ability stated in the educational objectives or not but we also need to know about the progress during the course of teaching and learning. Thus, it is a continuous process.

### Evaluation in Teaching and Learning

Evaluation is an integral part of any teaching and learning programme. Whenever a question is asked and answered evaluation takes place. Thus, both teaching and evaluation overlap and merge into each other. In fact, it is not possible to have teaching and learning without evaluation.

Both teaching and evaluation are based on the instructional objectives which provide direction to them. Instructional objectives are those desirable behaviours which are to be developed in students. It is for achieving the instructional objectives that instruction is provided and it is to see whether the instructional objectives have been achieved and to what extent, that the evaluation is made. The interrelationship of objectives, instructional process or the learning experience and evaluation in a programme of teaching can be expressed more clearly through the following diagram:



The above diagram illustrates that the three components of teaching and learning constitute an integrated network in which each component depends on the other. Thus, through evaluation, the teacher not only assesses as to how far the student has achieved the objectives of teaching but also judges the effectiveness of the learning experiences, methodologies, means and the materials used for achieving those objectives.

### Check Your Progress - 1

1. What is evaluation?

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2. How is evaluation different from measurement?

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3.

How will you know whether the achievement of a student is satisfactory or not?
4.

Explain in what way evaluation is an integral part of teaching and learning.

23.3 TYPES OF EVALUATION

Specifically there are three types of evaluation used in the classroom. These are **summative evaluation, formative evaluation** and **diagnostic evaluation**.

**Summative Evaluation** is the commonly known type of evaluation. It comes at the end of the term, course or programme of teaching. It involves a formal testing of pupil's achievement. Annual examinations and half yearly examinations in schools, public examinations are the example of such evaluation. The purpose of this kind of evaluation is to grade, rank, classify, compare and promote the pupils. It is also used for the purpose of certification. Summative evaluation is also used for selecting students for scholarships or for admission to particular courses. Prediction regarding the success of students in their future endeavours can also be made on its basis.

**Formative Evaluation, on** the other hand, is inbuilt with the process of teaching and learning. It is done during the course of instruction with a view to improving students' learning. The purpose of this evaluation is to provide feedback regarding the students' progress, by finding out the learning gaps and the weak points. The teacher can then organize remedial programmes for them.

Formative evaluation also provides the teacher feedback regarding the efficiency of the teaching methods, so that the teaching can be improved. It can also provide clues to the effectiveness of the course content and teaching materials. For example, after teaching and testing a unit, the teachers can evaluate whether the content taught was appropriate for that level and whether the text book had dealt with that content in an appropriate manner which the students could understand easily. Thus, the main purpose of formative evaluation is improvement in learning

Formative evaluation is done continuously throughout the course period. It can be done by means of unit tests which can be given after teaching each unit, informal class tests, assignments and other class room activities, Unlike summative evaluation which is formal in nature, formative evaluation is informal and can be undertaken by using multiple techniques like observation, oral tests, written tests, etc.

**Diagnostic Evaluation** is another kind of evaluation which is more closely related to formative than the summative evaluation. In fact it is to be carried out along with formative evaluation in the class. Sometimes, even the summative evaluation may be used for diagnostic purpose.

The main purpose of diagnostic evaluation is to find out the underlying cause of weaknesses in a student's learning, but it is also needed even prior to instruction in order to place the student properly by looking at his/her level of achievement. Thus, diagnostic evaluation provides a starting point to carry out the instruction.

Diagnostic evaluation is important for classroom teaching for a number of reasons. Firstly, it is relevant to know the entry behaviour of the students i.e. whether they are ready to learn or they have the basic skills and information required for continuing the new learning. Secondly, it helps in knowing the level to which the students already have learnt a particular unit. After knowing the level, the teacher can decide whether the instruction she is going to impart will turn out to be mere repetition, or will be an advance in knowledge. It is important to know this as advanced learning may prove to be interesting for the students whereas repetition may distract them, causing indiscipline in class.

Thirdly, diagnosis helps the teacher classify students according to their level of mastery and this in turn will help him/her to work out a remedial instruction programme for the low achievers and slow learners. Moreover, there may be causes other than instructional methods or materials for the weaknesses of the children. There may be physical, emotional or social reasons working as impediments to learning. Diagnosis can pinpoint the symptoms of the learning disorders arising because of these problems.

Check Your Progress - 2

1.

What are the types of evaluation? Tell their differences in a tabular form.
2.

Which type of evaluation is most necessary in our schools and why?
3.

Why is it important for a teacher to carry out diagnostic evaluation?

23.4 PURPOSE OF EVALUATION

Evaluation serves a number of purposes in education, Some of the well known purposes are to grade, rank, classify, compare and promote the students, It is also used for certifying the completion of a course, selection of students for admission or scholarship, and for predicting their future success in different endeavours. However these are the purposes of end-of- the term evaluation,

The basic purpose of evaluation in school has been to bring about quality improvement in education which it does by providing feedback regarding pupil learning, classroom teaching, appropriacy of curriculum and course content, It also helps bring about all round development of the students' personality when it is used for developing their non-cognitive capacities.

Improvement of Learning

Evaluation of pupil progress contributes directly to improvement in pupil learning. This is done in a number of ways.

### ***Evaluation***

Evaluation procedures used help clarify for the pupil what it is that the teacher wishes him/her to learn. Feedback from evaluation provides him/her with concrete information about his/her progress. It also indicates his/her readiness for future learning activities. Through this continuous evaluation, the teacher knows the extent of learning at every stage. If there are any hard spots or gaps of learning, appropriate remediation can be provided. For students, who show good progress, enrichment measures can be initiated. Thus, evaluation helps in improving learning through diagnosis and remediation. It enables the teacher to keep a continuous and regular watch on pupil development.

It is only evaluation of learning which motivates the students to learn. If there is no evaluation in the classroom, perhaps the students would not study at all. Evaluation also promotes a healthy competitive spirit in children and stimulates them to show their excellence.

Besides, there are other uses of evaluation results which have relevance for parents. Through the results the parents can know the weak and strong points related to the learning of their children. If the evaluation in school is being done in a comprehensive manner, the teacher can also report on the overall personality growth of the child to the parent. This will develop a better co-operation between the teacher and parents for the progress of the child. Parents can take remedial measures in case of any particular deficiency.

### **Improvement in Teaching**

Evaluation can also promote the accountability of the teachers. The children's results can tell whether the poor performance of the students is due to poor teaching, defective methodology or due to absenteeism of teachers or callousness in teaching. Thus evaluation can work as an important instrument for improvement in teaching.

Professional development of the teachers is almost directly related to the feedback through evaluation. A teacher earns a reputation on the basis of the result shown by the pupils whom s/he has taught. If the students do not show desirable learning outcomes, then s/he may have to think of changing his/her strategies of teaching, improving the instructional material, updating his/her knowledge or going for a refresher course, thereby exploring new approaches. These steps will automatically help his/her professional development.

### **Renewal of Curriculum or Course Content**

Evaluation also gives information regarding the effectiveness of the course content. There may be certain curricular areas which may prove to be difficult for the students as their maturity level is not developed enough to cope up with them. This fact can be identified through evaluation and its feedback. If it is found out consistently by the feedback of the evaluation of different pupils that a particular curricular area is not suitable for them, it may be modified. Such information is useful in judging the appropriateness of the pre-determined objectives of the course as well. Hence, evaluation can provide a basis for curriculum revision.

### **Development of Non-Cognitive Capacities**

In today's world the development of intellectual powers is not enough. The development of social intelligence, emotional intelligence and physical aspects of personality is also as vital as the development of mental intelligence. The prime concern of education is to bring about an all round development of human personality which can be done by developing non-cognitive capacities of students along with the cognitive capacities. This can be ensured only when a school takes up the system of evaluating these aspects of children's personality. The comprehensive evaluation

takes into cognizance the learning outcomes of both the scholastic and non-scholastic domains of human personality. The areas included in the non-scholastic domain are the social-personal qualities, interests, attitudes, values and physical growth of the students which need to be developed and evaluated consciously in the context of present day educational system.

## Concept of Educational Evaluation

The evaluation of non-scholastic areas in the Indian condition, as observed by Agrawal (1998) not only brings to light the hidden qualities in children, but also prepares them for the future. There are certain traits, qualities, attitudes and values which are needed by an individual for success in life. For example, qualities of regularity, punctuality, discipline, initiative, industriousness and cooperation are valued in professional life; qualities of respect for others, truthfulness, emotional stability are required for a happy personal life.

Another reason why it is important for teachers to know about the students' attitudes, interests, values and general make up is that this knowledge can be used to remove their learning difficulties and enhance their academic achievement. Quite frequently the learning difficulties of students are related to their personality (Edward, 1997). They are influenced by the students' attitudes, values and interests. If a teacher knows Sachin likes sports, she might have him read sports magazines in order to help improve his reading. Thus teachers can capitalize on the interests and attitudes of their pupils. (Mehrens and Lehmann, 1987)

### Check Your Progress - 3

1. For what purposes is the end-of-the-term evaluation used?  
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2. What is the main purpose of evaluation in school?  
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3. How does evaluation help in developing non-cognitive capabilities of students?  
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## 23.5 PRINCIPLES OF EVALUATION

Evaluation is not just a process where a set of different techniques of testing are used. In fact, it is a process to determine the extent to which the instructional objectives have been achieved by the students. There are certain principles which may provide direction to the process of evaluation and may also serve as the criteria for adopting a particular device or technique of evaluation. We have listed some of them:

**1. Determining and clarifying what is to be evaluated**

A suitable device for evaluation can be selected only when it is clear to the evaluator as to what s/he wants to evaluate. The first step in the process of evaluation, therefore, is to clearly define the purpose of evaluation.

**2. Selecting evaluation techniques in terms of the purposes to be served**

There are a number of evaluation techniques. Out of them one technique is appropriate in some cases which may not be so in others. Therefore, the evaluator needs to select the one which serves his/her purpose best. For example, if the instructional objective to be evaluated is the pupils' ability to organize ideas and facts into paragraphs then the written technique of test is the best choice. But if the listening of some passage with proper understanding of the content is to be tested, oral testing technique may be used.

**3. Combining a variety of evaluation techniques for comprehensive evaluation**

A variety of evaluation techniques are needed to evaluate pupils on all the aspects of achievement in a comprehensive manner. Since there are a variety of instructional objectives and content areas on which the pupil achievement is to be evaluated, use of only one technique is not sufficient to evaluate the pupil achievement effectively. Therefore, to make evaluation comprehensive, different types of evaluation procedures should be adopted depending on their suitability for testing the various objectives. Moreover, use of a variety of techniques provides an evaluator more evidence of different aspects of pupil achievement on different objectives and it helps him/her in making his/her evaluation of the pupil achievement more consistent, because more the evidence better the evaluation.

**4. Knowing the strengths and limitations of various evaluation techniques to be able to use a particular evaluation device meaningfully and effectively**

The evaluator should be aware of the limitations as well the strengths of that device for example, s/he should know that scores on an essay type question are liable to subjectivity or in objective type questions there is always a possibility of guessing. S/he should be aware that various evaluation procedures can provide only approximate results even after taking all the precautions. Once the evaluator knows the limitations of his/her tools, s/he can minimize their weaknesses by constructing and using them skillfully to serve his/her purpose meaningfully.

**5. Evaluation is a means to an end, not an end in itself**

In the teaching-learning process, evaluation should be done with a purpose, and not for the sake of evaluation only. Administering a test, scoring the scripts and collecting the data without making any use of this information for the pupils is a waste of effort. In fact, evaluation should be used for taking decisions regarding further teaching, adoption of new materials and methods, necessity of remedial teaching, guidance to the pupils, etc.

**Check Your Progress - 4**

1. Elaborate on the principles of evaluation.

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2. How does a combination of evaluation techniques help an evaluation?
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## 23.6 CHARACTERISTICS OF A GOOD EVALUATION PROGRAMME

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The meaning, types and purpose of evaluation lead us to arrive at the following characteristics of a good evaluation programme in schools.

### Evaluation is an Objective-based Process

In school we are interested in knowing about the development of the students' personality and his/her educational achievements. These are reflected in terms of intended learning outcomes or the instructional objectives. In order to be meaningful, all evaluation in school must be geared to these instructional objectives. It is instructional objectives which provide direction to both teaching and evaluation. It is for achieving the instructional objectives that the instruction is given and it is to see whether the instructional objectives have been achieved and to what extent, that the evaluation is made. The selection of evaluation techniques and tools is also based on the objectives to be evaluated.

### Evaluation is a Continuous Process

Since growth is a continuous process, the teacher must remain cognizant of the changes that take place from time to time. Continuous evaluation is, therefore, essential for getting reliable evidence about pupils' growth and development. To serve this purpose evaluation needs to be integrated with teaching. Unless it is inbuilt with the teaching and learning process, it cannot help in diagnosing pupils' difficulties and provide opportunities for remedial teaching. Improvement in learning is not possible without continuous evaluation. So, evaluation should not be considered as an end-of-the-course activity,

### Evaluation is a Comprehensive Process

The pupils have different dimensions of growth – intellectual, emotional and physical. These aspects are represented in the form of different objectives. Unless evaluation provides information on all the aspects, it cannot be considered comprehensive enough. Thus a good evaluation programme should evaluate both the scholastic and non-scholastic aspects of pupil growth.

Apart from evaluating all possible objectives, comprehensive evaluation involves the use of multiple tools and techniques to procure information on different aspects of personality growth. These include not only written tests but oral tests, observation technique, interviews, practical tests, rating scales, inventories, schedules, profiles, etc.

### Evaluation is a Cooperative Process

Since comprehensive evaluation seeks evidence on all the aspects of pupil development, the teacher alone cannot get all the evidence required about his/her growth. To collect evidence regarding social relationships, emotional behaviour, initiative, scientific attitudes, social attitudes, likes and dislikes, etc. collaboration of the pupil, his/her peers, parents, other teachers and all those who watch him/her grow and develop is required.

Therefore, for a good evaluation programme, cooperation of different individuals and agencies is necessary.

Evaluation is a Dynamic Process

Evaluation is based on instructional objectives but at the same time it helps us to judge whether those objectives are appropriate for a particular group of students. Similarly, though evaluation is based on learning experience provided in the class, it provides evidence as to the effectiveness of that learning experience. Thus, evaluation keeps validating the whole teaching-learning process through regular feedback. A good evaluation programme brings in dynamism and leads to continuous improvement in the total educational process.

Evaluation is a Decision Making Process

At every step of the teaching-learning process appraisal is necessary. Before the instruction is started, it is necessary to determine the entry behaviour of students to decide the strategies, learning material and even appropriate objectives of teaching.

During instruction, continuous evaluation needs to be done of the pupils' intellectual, emotional and physical growth to take timely decisions regarding various remediation or enrichment programmes. The diagnostic and formative evaluation have to go hand in hand for this purpose.

At the end of the session, summative evaluation needs to be made to classify, grade, promote and certify students. Thus, evaluation helps the teachers to make judgments and take decisions at different stages in a pupil's educational career.

If the school keeps the above aspects of evaluation in mind, there is no doubt that it will lead to bringing about qualitative improvement in education. The schools, which carry out improved evaluation practices, may really prove to be effective schools.

Check Your Progress - 5

1.

In what way can evaluation be used for taking decisions at different stages of teaching?
- 2,

What should an evaluation programme be like in a good school?

23.7 EVALUATION IN ENGLISH

The evaluation programme in English language teaching has to be planned keeping in view the above mentioned principles of evaluation and the nature of the subject.

Language is a skill-based subject, unlike the social sciences which are content-based and in which each unit is independent of the other and can be studied in isolation. In language teaching, skills are to be developed spirally, i.e. , one skill is the base of the next skill. In such a situation, a textbook is to be used only as a medium or means to develop the communication skills and not an end in itself, i.e., in language evaluation, knowledge of the content of the book is not important. What is important is whether

the student has developed the abilities of listening, speaking, reading and writing. Keeping in view the nature of the English language, the first step in evaluation in English is to define the objectives of English teaching clearly and specifically.

Secondly, the teacher of English should be aware of the fact that in language teaching the element of evaluation is in-built far more than in any other subject. Because the language skills are to be developed spirally, the students' competence in developing these skills is also to be evaluated continuously and regularly so that their ability to manipulate language is improved step by step and day by day.

In fact, a language teacher automatically keeps on evaluating his/her pupils' achievement all the time because most of the evaluation devices are also the teaching devices in language teaching. For teaching a language item the teacher gives the class a lot of exercises in listening, speaking, reading and writing and the same exercises can be utilized for the purpose of evaluation. However, there are some items which though useful as teaching exercises, may not prove very good as test items, e.g. substitution tables are good teaching exercises as they provide a lot of pattern practice to the students but it is not a good testing device as in achievement testing we need only a sample of the students' competence in manipulating a particular pattern and not the whole exercise consisting of 5-6 sentences of the same pattern. Similarly, essay writing is a good testing device but not a very good device for teaching writing. While teaching composition-writing in class, paragraph writing perhaps is more useful than a full-fledged essay. As an essay involves lengthy writing and hence a lot of correction for the teacher, it may not be feasible to take it up again and again in the classroom. Thus, the English language teacher should select the device for testing carefully, according to the objectives and the content areas to be tested.

For evaluating his/her pupils' achievement in English a teacher has to develop a variety of tests to suit different purposes. Thus, s/he may have to devise progress tests or informal classroom tests, end-of-the-lesson tests or unit tests, and achievement tests which may be used for testing the progress of the students, their weaknesses and strong points, and their achievement in developing various language abilities. The results of the tests have to be used not only for promoting or ranking the students but also taking decisions for changing the methodology of teaching, sequence of units, nature of drills, exercises, reteaching and so on.

#### Check Your Progress - 6

1. Why should the textbook in English be treated only as a means to an end?  
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2. How is evaluation inbuilt in the English language teaching? Illustrate with examples.  
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#### 23.8 LET US SUM UP

Evaluation is an important aspect of any educational system. It is a systematic process carried out in the classroom or school for providing information for taking important decisions,

#### Concept of Educational Evaluation

A teacher should be well versed with the concept of evaluation and procedures used for evaluation in order to make her/his teaching more purposeful and effective. The teacher should know what are the objectives that are to be tested, what techniques and tools are to be used for testing them most appropriately and how to use evaluation for taking decisions,

In this unit therefore, the meaning of evaluation, types of evaluation, purposes of evaluation, principles and characteristics of evaluation have been discussed. The unit also discusses how an English language teacher should integrate evaluation with teaching in order to make her/his teaching more effective.

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### 23.9 KEY WORDS

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Evaluation:	a purposeful, cyclical process of collecting, analysing and interpreting relevant information in order to make educational decisions.
Summative evaluation:	evaluation that occurs at the end of an extended period of instruction or learning.
Formative evaluation:	evaluation that occurs on a periodic basis during the course of instruction and is intended to enhance educational success and effectiveness.
Diagnostic evaluation:	evaluation to find out the underlying cause of weaknesses in students learning so as to provide a starting point for instruction

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### 23.10 SUGGESTED READINGS

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1. Agrawal, Mamta (1988). A Handbook of Evaluation in English, NCERT, New Delhi.
2. Bloom, B.S., et al (1970) Handbook on Formative and Summative Evaluation of Student Learning, New York, Mc Graw-Hill.
3. Gronlund, N.E., (1981) Measurement and Evaluation in Teaching, The MacMillan Company, New York.

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### ANSWERS

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#### Check Your Progress - 1

1. What is evaluation?  
Ans. Refer to the section **23.3**
2. How is evaluation different from measurement?  
Ans. Refer to the section **23.3**
3. How will you know whether the achievement of a student is satisfactory or not?  
Ans, By comparing his/her achievement with achievement of other students, with his/her own previous achievement or with the criterion set by the teacher.

4. Explain in what way evaluation is an integral part of teaching and learning?  
Ans. Refer to the section on Evaluation in Teaching and Learning.

**Concept of Educational  
Evaluation**

**Check Your Progress - 2**

1. What are the types of evaluation? Tell their difference in a tabular form.  
Ans. Refer to 23.4 and make a table.
2. What type of evaluation is most necessary in our schools and why?  
Ans. Refer to Formative evaluation.
3. Why is it important for a teacher to carry out diagnostic evaluation?  
Ans. Refer to diagnostic evaluation.

**Check Your Progress - 3**

1. For what purposes in the end-of-the-term evaluation used?  
Ans. Refer to the first paragraph of Purposes of Evaluation.
2. What is the main purpose of evaluation in school?  
Ans. Refer to the section on purposes of evaluation.
3. How does evaluation help in developing non-cognitive capabilities of students?  
Ans. Refer to the section on development of non-cognitive capabilities.

**Check Your Progress - 4**

1. Elaborate on the principles of evaluation.  
Ans. Refer to principles of evaluation,
2. How does a combination of evaluation techniques help an evaluation?  
Ans. Refer to point 3 in the section on Principles of Evaluation.

**Check Your Progress - 5**

1. In what way can evaluation be used for taking decisions at different stages of teaching.  
Ans. Refer to 'Evaluation is a decision-making process'.
2. What should an evaluation programme be like in a good school?  
Ans. Refer to section 23.6.

**Check Your Progress - 6**

1. Why should the textbook in English be treated only as a means to an end?  
Ans. Refer to second paragraph of section on Evaluation in English
2. How is evaluation inbuilt in English language teaching? Illustrate with examples.  
Ans. Refer to 3<sup>rd</sup> and 4<sup>th</sup> para of the section on Evaluation in English.