

Topic:

Tools Of Evaluation

What is Evaluation?

Evaluation is a process of making judgements to be used as a basis for planning . It consists of establishing goals, collecting evidence concerning growth towards goals, making judgements about the evidence and revising procedures and goals in the light of judgements. It is for improving the product, the process and even the goals in themselves

“Evaluation is the process of judging the value or worth of an individuals achievements or characteristics.”

“Evaluation is a decision making process that leads to suggestions for actions to improve participants’ effectiveness and program efficiency.”

SCOPE OF EVALUATION

- Value judgment
- Ascertaining the extend to which the educational objectives have been attained
- Effectiveness of appraisal or methods of instruction
- Identifies pupil's strengths and weakness, difficulties and problems, needs and demands
- Provide baseline for guidance and counseling
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PURPOSE OF EVALUATION

- Test the efficiency of teachers
- Appraise the teachers and supervisors competence
- Improve instructions, measurements and measuring devices
- Bring out the inherent capabilities of a student, such as attitudes, habits, appreciation and understanding, manipulative skills in addition to conventional acquisition of knowledge
- Serves as method of self improvement, improving school learning relations and as a guiding principles for the selection of supervisory techniques

Observation is useful when

- You want direct information
- You are trying to understand an ongoing behavior, process, unfolding situation, or event
- There is physical evidence, products, or outcomes that can be readily seen
- Written or other data collection methods seem inappropriate

Types of observation

- **Structured** : Sometimes we have something specific we want to observe – leadership skills; level of participation; etc. We use a structured, preset guide of what to observe or a checklist.
- **Unstructured**: Sometimes we want to see what is naturally occurring or exists without predetermined ideas. We use have an open-ended approach to observation and record all that we observe

Rating scale



- Rating scale refers to a scale with a set of opinion, which describes varying degree of dimensions of an attitude being observed.
- Rating scale is a device by which judgments may be qualified or an opinion concerning a trait can be analyzed. Rating scale is a tool in which the one person simply checks off another person's level of performance.

Types of Rating Scale:

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1. Four types Graphic rating scale
2. Descriptive rating scale
3. Numerical rating scale
4. Comparative rating scale

Characteristics of Rating scale:

- These are value judgments about attributes of one person by another person.
- These are most commonly used tools to carry out structured observations.
- These are generally developed to make quantitative judgments about qualitative attributes.
- Provide more flexibility to judge the level of performance.

- **Advantages of Rating scale:**

1. Easy to administer and score.

2. Wide range of application Graphic rating scale is easier to make and less time consuming.

3. Easily used for large group.

4. Also used for quantitative methods.

5. May also be used for assessment of interest, attitude and personal characteristics.

- Disadvantages of Rating Scale

- 1.It is difficult to fix up rating about many aspects of an individual.
2. Misuse can result in decrease in objectivity.
- 3.There are chances of subjective evaluation, thus the scales may become unscientific and unreliable.

Interview

The way an interview is designed and executed has a huge impact upon its reliability, validity and fairness. Structured interviews with highly job related content produce some of the highest reliability and validity coefficients.

Of course, reliability, validity and fairness can also be affected by a variety of biases and the limitations associated with using human judges to record and score behaviour.

However, many of these problems can be addressed if the interview process is properly designed and carried out. The unit closes by examining best practice in selection interviewing, summarising the key strengths of interview as a selection tool.

Interviewing is a fundamental methodology for both quantitative and qualitative social research and evaluation. Interviews are conversations between an investigator (interviewer) and a respondent ('interviewees', 'informants' or 'sources') in which questions are asked in order to obtain information.

Interviews seek to collect data and narrative information in order to better understand the respondent's unique perspectives, opinions, and world-views.

Types of interviews

All interviews fall into one of three categories:

1. Structured

2. Semi-structured

3. Depth /Unstructured interviews.

- **Structured interviews** are most typically used in quantitative investigations, including survey research. In structured interviews, the interviewer presents the interviewee with a standardized set of questions, often in questionnaire form. These questions usually have pre-set answers from which the interviewee selects, rather than 'open-ended' questions.
- **Semi-structured interviews** center around a mixed framework of general themes and pre-established questions, which can be adapted in the context of individual sessions. The interviewer is thus free to leave certain questions out, mix the order of questions, or ask certain standard questions in different ways depending on context. Semi-structured interviews also rely on a combination of both open and closed questions.

- **Unstructured interviews** – also known as ‘informal’ or ‘conversational’ interviews – are wholly qualitative, and include only topic areas and themes rather than standard questions. Unstructured interviews take the form of natural conversation between two or more people, and allow the interviewer to pursue follow-up questions or new lines of discussion as they see fit.

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