make notes

Here are concise notes from **Unit-5: Evaluation** in First-Year-English5.pdf [1]:

Evaluation – Notes

5.1 Introduction

- **Examinations**: Often associated with grades, stress, and both positive (achievement, feedback) and negative (anxiety, pressure) thoughts.
- **Reflection**: Discuss in groups whether thoughts about exams are mostly positive or negative and why.
- **Reducing Negative Thoughts**: Strategies include supportive environment, clear expectations, and formative assessments.

5.2 Objectives

- **Understand**: Test items for different English language skills.
- **Frame**: Test items for listening, speaking, reading, writing, vocabulary, and grammar.
- **Reorient**: Evaluation should measure language proficiency, not just syllabus achievement (NCF 2005).

5.3 Concept of Evaluation

- **Purpose**: To judge quality and improve learning.
- **Test Design**: Should be based on clear objectives and purpose (e.g., identify learning needs, decide promotion).
- **Example**: If the objective is to organize thoughts and use punctuation, the test item should match these skills.
  - **Better Test Item**: "Rewrite the essay using proper punctuation, spelling, and sequence."
- **Reflection**: Note learners' confidence in speaking (participation, fluency, expression).
- **Assignment**:
  - Prepare vocabulary tests for class 3 (pronunciation, spelling, meaning).
  - Conduct tests for middle school in three modes: oral, written, activity-based. Observe and record student preferences and reliability factors.

- **Review Questions**: Make evaluation less stressful, avoid rote learning, ensure it is pleasant and reflective.

5.4 Testing Listening

- **Objectives**:
  - Listen for facts and specific information.
  - Listen for general understanding.
  - Inferential listening (drawing conclusions).
- **Examples**:
  - Listen and draw a picture based on instructions.
  - Listen and fill in blanks (spelling not penalized).
  - Listen and encircle words heard.
  - Listen and sequence events.
- **How to Test**:
  - Plan seating and time.
  - Read text three times: listen, do task, check.
  - Adjust reading speed as needed.
- **Reflection**: If some students miss input, repeat or clarify instructions.
- **Assignment**: Analyze and try out listening activities from textbooks.
- **Review Question**: Prepare a test item to identify main points from a listening text.

5.5 Testing Speaking

- **Objectives**:
  - Use appropriate words and structures.
  - Participate in spoken discourse.
  - Narrate events logically.
- **How to Test**:
  - Describe a picture using given words.
  - Role-play (e.g., welcoming a new student).
  - Marking: word choice, confidence, sentence structure, body language.
- **Reflection**: Discuss common barriers to speaking English.
- **Assignment**: Interview a fluent English speaker from a government school and note tips.
- **Review Questions**: Prepare test items for telephone conversation and narrating an incident.

5.6 Testing Reading

- **Objectives**:
  - Read for detail, locate information, infer meaning, get gist, extensive reading, prediction.
- **How to Test**:
  - Answer comprehension questions (factual, inferential, global).
  - Match sentences to meanings.
  - Identify main characters and message.
- **Reflection**: Analyze inferential and global questions in textbooks.
- **Assignment**: Analyze and suggest improvements for reading test items in class 5 and 8.
- **Review Questions**: Identify subskills tested in given items; prepare a reading test for class 6.

5.7 Testing Writing

- **Objectives**:
  - Mechanical skills (handwriting, spelling, punctuation).
  - Express ideas correctly and coherently.
  - Organize with logical sequence, linking words, paragraphs.
- **How to Test**:
  - Focus on specific subskills per test item (e.g., sequencing, thought selection, punctuation).
  - Types: lists, corrections, messages, letters, articles, forms, diary entries, poems, descriptions.
  - Example: Sequence pictures and describe; arrange parts of an application.
- **Reflective Exercise**: Reflect on improving writing test design.

Key Takeaways

- **Evaluation should be purposeful, objective, and aligned with learning goals.**
- **Assess all language skills (listening, speaking, reading, writing, vocabulary, grammar).**
- **Use varied test formats to reduce stress and encourage real language use.**
- **Reflect on and improve test items for better reliability and validity.** [1]

❊

1. First-Year-English5.pdf