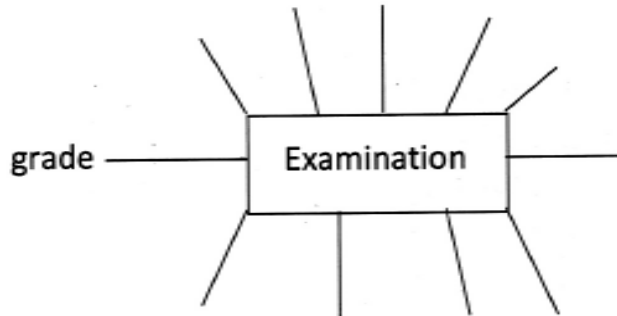


# Unit-5

## Evaluation

## 5.1 Introduction

What thoughts come to your mind when you hear the word 'examination'? One example is given.



- How many of these are positive thoughts and how many are negative thoughts?
- Which do you have more: negative thoughts or positive thoughts? And why?
- How can the negative thoughts about examination be reduced? Discuss it in groups and then have a whole class discussion.

Language evaluation (Sec. III.7) need not be tied to "achievement" with respect to particular syllabi, but must be reoriented to the measurement of language proficiency.

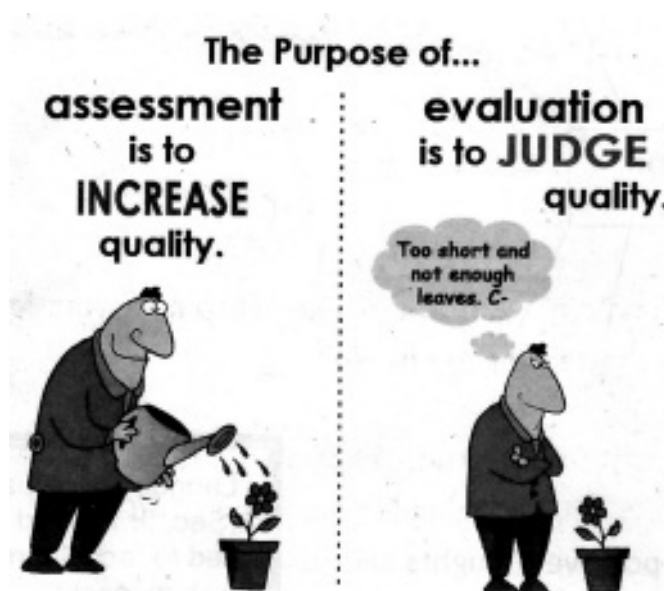
POSITION  
PAPER  
NATIONAL FOCUS  
GROUP ON  
TEACHING OF  
ENGLISH  
NCF 2005

## 5.2 Objectives:

After completing this unit, the participants will be able to:

- Get acquainted with test items for testing different areas of English language learning.
- Frame test items for testing the skills of listening, speaking, reading, writing, vocabulary and grammar.

### 5.3 Concept:



When we design a test, the most important consideration is purpose and the learning objectives which are being tested. 'Purpose' here means what one would use the result of the test for: for finding where the learner needs help, for deciding whether the learner can be promoted to the next level etc. 'Objective' here means what particular skill, knowledge etc. is to be tested.

Let us see the place of objectives in deciding the framing of test items. Suppose, the writing objectives mentioned in the syllabus include.

- The student will be able to organize thoughts in proper sequence?
- The students will be able to use punctuations and spellings properly.

There are two test items given below. Based on the above objectives, which of the following, do you think, is a better test item:

1. Write ten sentences on the topic 'My Family'
2. Given below are ten sentences on the topic 'My Family'. Rewrite the essay using proper punctuations, spellings and proper sequence.

'Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions.' - NCF 2005

### **5.3.1 Reflection:**

1. What are the points you would observe to note your learners' confidence in speaking in English?

### **5.3.2 Assignment:**

1. Prepare vocabulary test for the students of class 3 to test pronunciation, spelling, and meaning for the given words: red, school, fan, sheet, table
2. Conduct a test for vocabulary among the students of Middle school to observe student preference related to mode of testing. Divide a class into three groups. Take oral test for the first group, take written test for the second group and conduct an activity for testing for the third group. Record your observations and record the students' response to the different modes of testing. Draw the conclusions and record them.

Note: Before carrying out this task, discuss with your teacher the factors that affect reliability of testing. For example the difficulty level of the test items should be similar to ensure reliability, the all the three tests should test the same language item.

### **5.3.3 Review Questions:**

What caution needs to be taken to make evaluation:

1. less stressful for the learners
2. less stressful for the teacher
3. avoid rote learning (memorizing, learning by heart, mugging up)
4. a pleasant experience
5. less judgemental (like giving grade, giving a pass or fail) and more reflective (like thinking why someone got a good or bad score; what can we learn from the pattern of scores etc.)

## 5.4 Testing Listening

### What to test (Some of the testing Objectives)

- Listening for facts and for specific information  
(For example, the instructions given to the learners could be: Listen to the story and tell how many times Samaru went to Jashpur. This task is given to the students so that they can practice the skill of listening to facts and for collecting some particular information from the text-'how many times').
- Listening for general understanding  
(For understanding the main thought or main topic of what the learner has listened to)
- Inferential listening (For making conclusions after listening)

#### More examples:

##### **Listening Text:**

Mohini missed the train for the first time after joining the new school. "I should practice running faster. Anyway, I will go by the fast bus and reach in time. I should always be a good example for my students", she said to herself.

#### Understanding the Listening text:

- Mohini is a sincere teacher -inferential understanding
- Mohini travels regularly by train, -inferential understanding
- Mohini is not -inferential understanding
- Mohini wants to be a good example for her students.- factual understanding (understanding facts)
- This story is about a teacher named Mohini.- general understanding

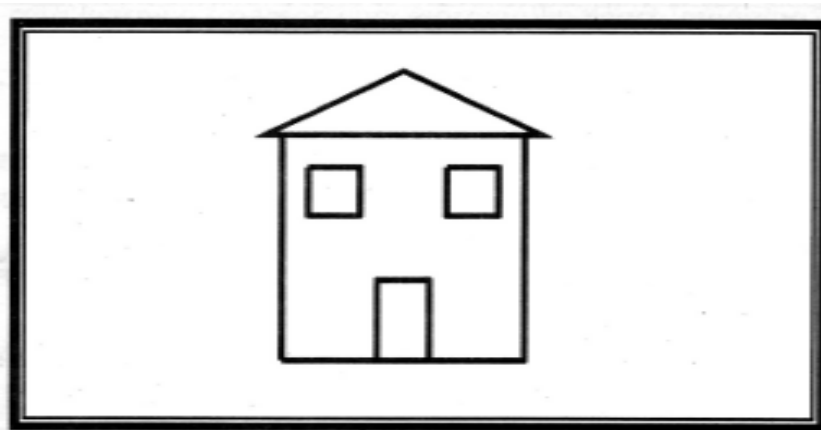
## How to Test Listening

- Plan the seating arrangement
- Decide how much time is needed for instructions or any possible interaction regarding clarifications etc. for the actual test.
- Follow strictly the time decided for pre reading, while reading and post reading activities.
- Choose/ design an activity which is suitable for the level in terms of the language and theme.
- During the test read out the text three times. The first time you read it, let the students just listen to you. The next time you read, let the students listen and do the task. The third time you read let the students check then- response.
- Increase or decrease the speed of reading as per the requirement of the students and the task.

## Examples of Test Items for Testing the Skill of Listening:

### Example-1

1. Instructions for the pupils (to be given by the teacher): Listen to the instructions and complete the picture.
2. Draw a tree on the right side of the house. Draw two birds flying in the sky.
3. Draw a well on the left side of the house.



4. Draw some grass near the well,
5. Draw a road from the house to the well

**Giving Marks:** 1 mark each for drawing the things mentioned in the instructions and 1 mark each for drawing the things in the place mentioned.

### Example-2

1. Instructions for the pupils (to be given by the teacher): 1. Listen to the story and fill in the blanks.
2. Once upon a time there lived a hen in a jungle. One fine morning a coconut fell on the hen's head. The hen thought that the sky was falling. So the hen started shouting, "Run! Run! The sky is falling."

### Test material:

Once upon a time there lived a ..... in a jungle. One fine morning a ..... coconut fell on the hen's ..... The hen thought that the ..... was falling. So the hen started ..... "Run! Run! The sky is ....."

**Giving Marks:** 1 mark for each blank filled correctly. Here spelling is not being tested hence if there is any 'minor' spelling mistake, no marks should be deleted.

### Example-3

Instructions for the pupils (to be given by the teacher): Listen to the toy seller and encircle the words you hear.

Toys! Toys! Toys! I have brought dolls, cars, balls, balloons, laughing monkey, building set, bats, teddy, jigsaw puzzles, singing bird, train aeroplane... Come! Come! Come! Take way your favourite toys!

Train

teddy

balls

gun

laughing monkey

whistle

**Note :** in place of the names of the toys the teacher can give pictures of the toys.

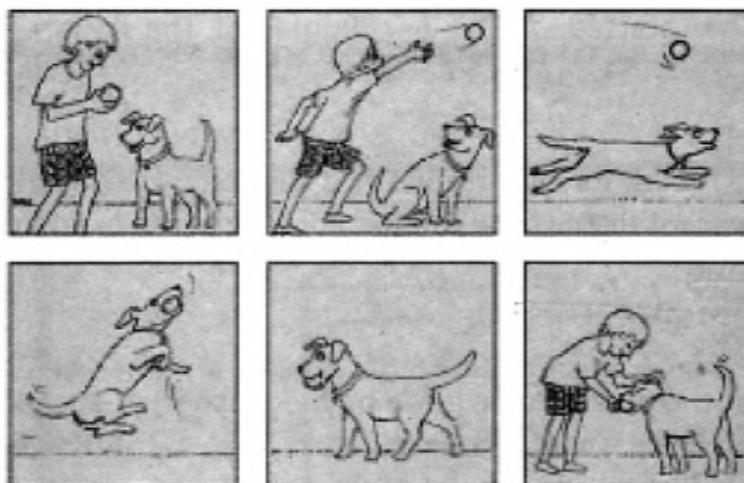
### Example-4

Instructions for the pupils (to be given by the teacher):

Listen to the story. Put the numbers : 1,2,3,4,5,6 to show the sequence in which the things happened in the story.

Listening text (to be read out by the teacher)?

Rusty leapt and caught the ball. Then she caught the ball in her mouth and brought it back to Raju. Raju took the ball from her. Then he threw the ball again. Once again Rusty ran to get the ball.



#### 5.4.1 Reflection:

At the end of a listening activity the teacher finds that some of the students have not received the input\*. What would be your advice to the teacher?

*\* Input means the audio (Listening) provided by the teacher.*

You have seen a passage about Mohini in 5.4 . You have also seen some Statements related to understanding that passage below it. Now set some questions so that you get the response.

### 5.4.2 Assignments:

1. Consult the appendix pages and the practice exercises of the textbooks of Middle School. Locate and analyse the listening activities. Try out any one of the listening activities.

### 5.4.3 Review Questions:

Prepare a test item for testing the learners' skill to identify the main points from a listening text.?

## 5.5 Testing Speaking

### What to Test (objectives)

- Use of appropriate words and sentence structures
- Participation in spoken
- Discourse in familiar social situations
- Narrating incidents, events in logical sequence.



### How to Test Speaking

#### Example 1

Describe the picture. You may use the words given in the box.

park, play, swing, slide, dog, girls, boys, happy, flowers, jump-rope

#### Example 2

**Role Play :** Give two slips of paper to a pair of students . The slips of paper will have instructions for talking to each other. The students will talk to each other as per the instructions given in the slips of paper.?



<b><u>Slip-1</u></b>	<b><u>Slip-2</u></b>
You are a new student in a school	You have seen a new student in your school
Welcome the new student	Respond to the welcome by a student of the school
shake hands and tell your name.	Shake hands and tell your name and tell which school you have come from.
Tell something special about your school.	Tell why you chose this school.
Tell her/him which class you are in.	Tell her/him which class you are in.
Take leave and say that (s)he can take your help if needed.	Take leave. And thank her/him for offering help

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

**Giving Marks:** Give 2 marks for selection of appropriate words, 2 marks for talking confidently and fluently, 2 marks for choosing appropriate sentence structures/ expressions, 2 marks for body language-expressions, actions, postures

### 5.5.1 Reflective Exercise

Two statements are given below. Discuss the statements in groups and then hold a whole class discussion.

**Statement-1:** Students make too many mistakes while speaking in English. So most of them do not speak English at all.

**Statement -2 :** Many of the students are weak even in Hindi. How can they speak English??

### 5.5.2 Assignments

Take an interview of a person (of any age) who has studied in a government school and speaks English fluently. Take tips in speaking English fluently from that person.

**Note:** This activity can be done as a whole class activity. One person can be interviewed by the whole class together. However, each student will record her/his own conclusions from the interview. The conclusions will be related to developing the skill of speaking English fluently.

### 5.5.3 Review Questions

Prepare a test item for testing the skill of:

1. Telephone conversation (dialogue completion type)
2. The skill of narrating an incident (give support with the help of pictures and words)

## 5.6 Testing Reading

### What to Test

- Reading to get detailed information from the text, (intensive i.e. detailed reading, scanning)
- Reading a text to locate a particular piece of information such as a word or a number time. It is not necessary to understand the whole text in order to do this, (skim to identify facts)
- Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious, (making inference)

- Reading to get a general but not detailed understanding of the text, (reading for gist-for global comprehension)?
- Reading longer texts frequently over a period of time. This is usually done independently and not in the classroom. (extensive/vast reading)
- Looking at headlines, pictures, typeface and layout to guess what you think a text will be about. (prediction)

## **How to Test Reading**

### **Example -1**

Here is a story of a man who thought he had a right to do what he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected.

"You ought not to spin your walking-stick round and round like that!" he said.

"I am free to do what I like with my walking-stick," argued the gentleman.

"Of course you are," said the other man, "but you ought to know that your freedom ends where my nose begins."

The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.

### **Questions:**

1. Why was the gentleman on the road moving his walking stick round and round?
2. Who objected him?
3. What argument did the gentleman give?
4. Was the other person satisfied with the argument? Give evidence from the text.
5. What did he say in reply?
6. Complete the following statements with the correct options:

- A. The gentleman was walking along a .....  
(i) lonely road.  
(ii) busy road.  
(iii) narrow road.
- B. The gentleman was .....  
(i) running along the road.  
(ii) disturbing others on the road.  
(iii) spinning his walking-stick round and round.
- C. The man who protested was a .....  
(i) teacher.  
(ii) passer-by.  
(iii) policeman.
7. Write True or False against each of the following statements:  
(a) The gentleman was spinning the walking-stick round and round in his hand to drive away the dogs.  
(b) The gentleman was walking along a busy road.  
(c) The man walking behind praised his action.  
(d) The gentleman thought that he had a right to do whatever he liked.  
(e) We can enjoy our rights and freedom even if it interferes with other people's rights and freedom.
8. Give synonyms of the following words:  
(a) Spinning (b) Interfere

### 5.6.1 Reflection

1. Consult any two lessons from the textbooks of English for Middle School. Identify inferential questions and global questions given in the \*Comprehension Questions at the end of the lesson.

2. Analyse the question papers of class-5 and class-8 and find out what sub skills of reading are being tested in them. Are there questions which can be answered by rote learning? Is rote learning a sub skill of reading?

### 5.6.2 Assignments

Analyse the test items (questions) for testing the skill of reading in the question papers of Summative Assessment of class-5 and class-8. Give your suggestions for improving the test item.

### 5.6.3 Review Questions

1. **Given below is a test item on testing reading. Identify the sub skill of reading being tested.**

One night two naughty frogs fell into a pot of buttermilk. Their names were Poss and Nega. Both of them started to move their legs in an attempt to come out of the pot of buttermilk.

After sometime Nega said, "how long will this go on? No, I cannot struggle any longer. Poss said, "Don't give up. Keep beating your legs, otherwise you will drown."

On the other hand Nega said, 'I am tired. I can't beat my legs any longer. And Nega stopped trying to save himself. He slowly drowned and died. But Poss kept beating his legs. And in the morning Poss found himself floating on a blob of butter. Then he smartly jumped from the blob of butter to the brim of the pot and away he hopped.

1.
  - i. Who are the main characters in the story given above?
  - ii. The message of the story is:
    - a) Keep trying
    - b) Help each Other
    - c) Learn swimming
2. Prepare a test item for testing reading for the students of class 6.

**Example-2**

*(for testing the skill of guessing the meaning of new vocabulary in a text)*

**Match the sentences**

She runs a shop.	She is going very fast towards the shop.
She runs to the shop.	She needs a handkerchief.
Her nose is running.	She sells things.

**5.7 Testing Writing****What to test (Objectives of Testing Writing)**

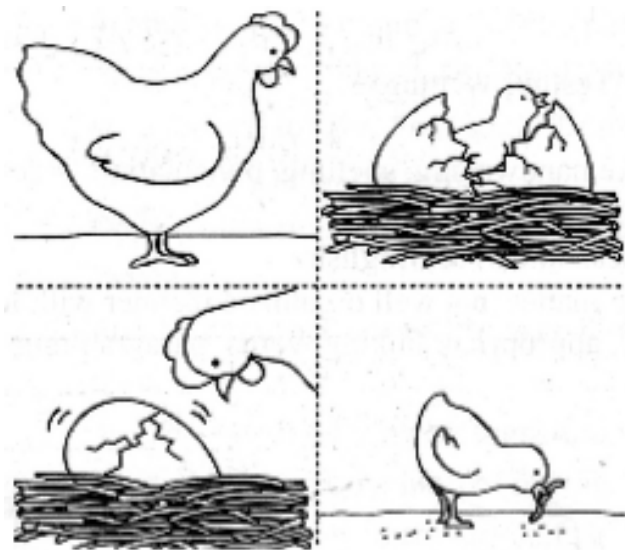
- Mechanical skills like handwriting, spelling, punctuation, indenting etc.
- Ability to express ideas in correct English.
- Ability to present the matter in a well organized manner with logical sequence, coherence, appropriate linking words, paragraphing etc.

**How to test writing**

Objectivity in testing writing: At the elementary level, it is important to test only particular sub skills of writing through a test item. If we test all sub skills of writing through one test item, we may not be able to do justice. Our marking will be more justified if we focus on assessing particular subskills of writing. For example if the total marks for paragraph writing is 10, the marks can be divided into three parts: 3 marks for sequencing, 4 marks for selection of thoughts and 3 marks for punctuation. The examples given below will make it clear as to how such test items can be designed.

Writing test items can include making lists, making corrections, writing messages, letters, article, ads, filling in form, diary entry, telegrams, invitation/ greeting cards, poems, description (of home, room, family, friends, things, maps/routes etc.

### Example-1



Number the pictures to show sequence.

Describe the pictures series,

(Hints: hen, crack, mother, worm,)

### Example-3

Put numbers (i.e. 1,2,3,4...) in column-1 to show the order in which the parts of an application (given in column-2) should occur in an application.

Column-1	Column-2
	Sub. Application for leave
	To
	Jassu Sahu Class- 7B
	I am not feeling well. So I cannot come to school today. Kindly grant me leave for today i.e. 29-4-17.

	The Principal Govt. Middle School Gurur Balod
	Respected Sir
	Yours Obediently
	10 Aug, 2014
	The Principal Govt. Middle School Gurur Balod

### 5.7.1 Reflective Exercise:

1. What is the harm in testing writing skills using test item based on based on rote learning?
2. Prepare a marking scheme for testing writing for the given writing skills: handwriting, spelling, punctuation, indenting, ability to express ideas in correct English

**Note:** The total marks for the test item is 10.

### 5.7.2 Assignments

Identify test items for testing writing skill in the question papers of class 5 and

8. Analyse them and find out the following:



- Are the test items based on rote learning?
- Are the test items designed to test particular sub skills of writing or are they designed to test all writing skill in general?
- Do you think that the marks allotted for testing the skills of writing is appropriate? Give reasons.

### 5.7.3 Review Questions

1. Design a test item for testing the skill in the use of punctuation, spelling and sequencing.
2. Prepare a list of the sub skills of writing.

## 5.8 Vocabulary

What to test (Objectives of Testing Vocabulary)

When we test vocabulary, we test to find the skill to

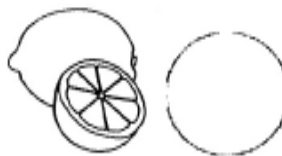
- comprehend meaning in a given context
- recall meaning
- Infer meaning from the given context
- Make use of the word in appropriate contexts
- Pronounce and spell words correctly

## How to test

### Example-1

Match the pictures with the words

Lemon



Umbrella



Ball

Van



Tiger



Tree



### **Example-2**

Select the correct option:

1. It is ..... cold today, (quiet/quite)
2. I ..... a letter, (wrote/rote)
3. I will complete the work in one ..... (week/weak)

### **5.8.1 Reflective Exercise**

**State whether the instructions (for testing vocabulary) given below are a part of reading or writing**

1. Comprehend meaning in a given context
2. Infer meaning from the given context
3. Make use of the word in appropriate contexts

### **5.8.2 Assignments**

Make a list of common vocabulary test items. Add more.

### **5.8.3 Review Questions:**

1. Prepare a test item to test if students know the meaning of some words used in different contexts.
2. Prepare a test item to test the skill of using the correct spellings of words.?

## 5.9 Grammar

### What to test (Objectives of Testing Grammar)

- \* Ability to use grammar items appropriately
- \* Ability to use grammar items accurately.

### How to test

#### Example-1

Use the correct form of the verb.

1. I ..... I am on the way. (come)
2. She ..... kept the books in the shelf before I reached. (have)
3. Who ..... the room every day? (clean)

#### Example-2

Add adjectives to describe this dog.



This is a ..... dog.

This is a ..... dog.

This is a ..... dog.

This is a ..... dog.

This is a ..... dog.

### Example-3

Fill in the blank with the appropriate form of the underlined word.

1. This is a neat drawing. This painting has been made .....
2. I make tasty dishes. Everybody likes my dishes for its .....
3. I want a long dress. The ..... of the dress is important for me.

#### 5.9.1 Reflection

Analyse the two kinds of test items given below. What do you think are the advantages and disadvantages of the two kinds of test items.

A. Give the past tense of

1. break
2. go

B. Fill each blank with only one suitable word in suitable tense.

1. Who ..... this parrot? (bring, speak )
2. I ..... to the fair yesterday, (go, visit )

#### 5.9.2 Assignments

Prepare test items for testing the grammar items focused in the textbook of class-7.

### 5.9.3 Review Questions

Prepare a test item for the students of class- 8 for testing the skill of the use of adverbs.