

Characteristics of Evaluation

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Sem– 2, TC- 204

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An evaluation may become useless if certain characteristics are not respected. The following are the main characteristics of an Evaluation:

Evaluation is an Objective-based Process

In school we are interested in knowing about the development of the students' personality and his 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 growth. To collect evidence regarding social relationships, emotional behaviour, initiative, scientific attitudes, social attitudes, likes and dislikes, etc. collaboration of the pupil, his peers, parents, other teachers and all those who watch him 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 has 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.