EVALUATION OF COMPREHENSION and LANGUAGE SKILLS

In previous CTET exams, 1 question in 2011, 4 questions in 2012, 2 questions in 2013, 3 questions in 2014, 3 questions in 2015 and 4 questions in 2016 have been asked. Chapter is important as evaluation is an important part of teaching.

The aim of education is to make children capable of becoming responsible, productive and useful members of a society and develop knowledge, skills and proficiency. Apart from educational objectives and learning experiences, education is a process consisting of evaluation. A teacher not only teaches her students but also assesses them during the teaching learning process.

According to **JW Wrightstone**, "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement." Evaluation is a continuous process. It forms an integral part of the whole learning process and is closely related to educational objectives.

7.1 Importance of Evaluation

Evaluation helps the teacher to know whether the teaching methodology adopted was successful or not. It helps the teacher to know how successful students were in learning new skills i.e. LSRW. Evaluation also helps the students to determine which area of learning requires more attention.

Steps of Evaluation

Evaluation is done through a systematic approach involving a number of steps in order to make the process effective. They are as follows

- Determine educational objectives
- Organise learning experiences
- Measure behavioural changes
- Perform tests

7.2 Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation is a system which was introduced by CBSE in India to assess all aspects of a student's development on a continuous basis throughout the year. It covers both scholastic subjects as well as co-scholastic areas such as performance in arts, music, dance, sports, athletics and other cultural activities. Some students are not good in academics but can excel in other extracurricular activities.

- **Continuous** denotes regular and continuous activities conducted throughout the year to achieve all round development.
- **Comprehensive** suggests mental, emotional and physical aspects of the student's progress i.e. all round development of the student.
- **Evaluation** suggests a variety of tools and techniques which are used to assess and evaluate the student's progress.

7.2.1 Objectives of CCE

Some of the objectives of CCE are as follows

- To develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorisation.
- To make evaluation an integral part of teaching learning process.
- To use evaluation as a quality control device to maintain desired standard of performance.
- To make the process of teaching and learning a learner-centred activity.

Scholastic aspects include curricular areas or subject specific areas, whereas **co-scholastic** aspects include life skills, co-curricular activities, attitudes and values.

7.2.2 Importance of CCE Scheme

Importance of CCE scheme are

- It will reduce **stress and anxiety** which often build up during and after the examination which could have an adverse effect on learners.
- It will **reduce the drop out rate** as there will be less fear and anxiety.
- The emphasis on **conceptual clarification** through experimental learning in the classroom will increase.
- It will help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will also be assessed.
- The students will have more time on their hands to develop their **interest, hobbies** and **personalities.**
- It will **motivate learning** in a friendly environment than in a fearful situation.
- It provides information and helps in making decisions for the future, regarding choice of subjects, courses and careers.

7.2.3 Formative Assessment

Formative Assessment is a tool to continuously monitor student progress in a non-threatening supportive environment. It involves regular feedback, a chance for the student to reflect on the performance and improve upon it by taking advice.

Features of formative assessment are

- It is diagnostic and remedial.
- It provides a platform for the active involvement of students in their own learning.
- It enables teachers to adjust teaching to take account of the results of assessment.
- It builds on student's prior knowledge and experience in designing what is taught.
- It offers an opportunity to students to improve their work after they get the feedback.
- It helps students to support their peer group and *vice-versa.*

Tools and Techniques of Formative Assessment

Tools and techniques for Formative Assessment are as follow

Tools	Techniques
Questions	Examination
Observation schedule	Assignments
Interview schedule	Quizzes and competitions
Checklist	Projects
Rating scale	Debates
Anecdotal records	Elocution
Document analysis	Group discussions
Tests and inventories	Club activities
Portfolio analysis	Experiments
	Research

Description of Some Tools of Formative Assessment

- **Observation** It helps in recognising means the same as identifying, the various aspects of student's personality development. Techniques like debate, elocution, group work, practical and laboratory activities, projects, etc can be used.
- **Rating Scale** It is used wherever a response or a learner behaviour is likely to be in a continum from excellent to bad or from satisfactory to unsatisfactory. It can be used to assess individuals as well as groups.
- **Anecdotal Record** It is a record of the conduct, thinking, skills and capabilities revealing significant features of his/her personality and prove very helpful in understanding child's behaviour in diverse situations.
- **Portfolio** It is a cumulative record of growth and development of a skill or competence in an area over a period of time. It helps the students to demonstrate to others his/her learning progress. A Portfolio may include photographs, paintings, audio-video recordings and self-assessment sheet, peer assessment sheets.

7.2.4 Summative Assessment

This is carried out at the end of a course of learning. It measures or 'sums up' how much a student has learnt from the course. It is usually a graded test. It certifies the level of achievement only at a given point of time.

Features of Summative Assessment

- Summative Assessment methods are the most traditional way of evaluating student work.
- Summative Assessment are often high stakes meaning they have a high point value.
- In summative assesment the technique used in examination system and the tools used is pen and paper test.
- This test may include objective type questions, short answer type questions and long answer type questions.
- Questions as a tool are primarily used in examination and to find out what children know, think and feel.
- A good test in English should be based on the objectives of teaching English in our schools i.e. development of listening, speaking, reading and writing skills in the students.

7.3 Evaluation of Listening Skill Proficiency

This skill can be evaluated on the basis of the following parameters

- Ability to understand the vocabulary.
- Ability to distinguish between L_1 and L_2.
- Ability to understand sentence structure.
- Ability to respond to what she/he hears.
- Ability to draw meaning from what he/she hears.
- Ability to recognise English speech sounds.

Evaluation of listening skill proficiency can be done on the basis of the following components of speech

- Fluency
- Rhythm
- Stress on letters or words
- Expression (voice or tone)
- Modulation of voice and variation in pitch

7.3.1 How to Assess?

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment.
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. e.g. after listening to a weather report one might decide what to wear the next day, after listening to a set of instructions, one might repeat them to someone else, after watching and listening to a play or video, one might discuss the story line with friends.

7.3.2 Assessing Reading Proficiency

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

Some of the methods of assessing reading proficiency are given below

Reading Aloud

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires.

In addition, reading aloud is a task that students will rarely, if ever, need to do outside the classroom. As a method of assessment, therefore, it is not authentic. It does not test a student's ability to use reading to accomplish a purpose or goal. However, reading aloud can help a teacher assess whether a student is 'seeing' word endings and other grammatical features when reading. To use reading aloud for this purpose, adopt the 'read and look up' approach. Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell you what it says. This procedure allows the student to process the text and lets you see the results of that processing and know what elements, if any, the student is missing.

7.3.3 Comprehension Questions

Instructors often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Authentic Assessment

In order to provide authentic assessment of students' reading proficiency a post-reading activity must reflect the real-life uses to which students might put information they have gained through reading.

- It must have a purpose other than assessment.
- It must require students to demonstrate their level of reading comprehension by completing some task.

7.4 Evaluation of Writing Skill

This skill can be evaluated on the basis of the following parameters

- Legibility, proper space between letters and words.
- Cohesion and coherence.
- Originality of ideas.
- Systematic and logical arrangement of ideas.
- Clarity of expression.
- Good handwriting.

Writing skills can be assessed in the following manners

- Arranging jumbled words.
- Writing a poem or play.
- Completing a paragraph.
- Developing a paragraph on the given topic.
- Writing a picture composition.

◢ CHAPTER EXERCISE

1. Area/Areas where CCE uses assessment as a means is/are
   (1) motivating learners to provide feedback
   (2) follow up work to improve upon learning
   (3) All of the above
   (4) None of the above

2. The concept of evaluation in learning was introduced by
   (1) Johanson
   (2) Sigmund Freud
   (3) Alport
   (4) BS Bloom

3. The primary purpose of evaluation is to
   (1) improve the relationship between teachers and the school administration
   (2) allow the learners to be active participants in the class
   (3) improve the relationship between teachers and students
   (4) know the behavioural changes that take place during the learning process

4. According to the new pattern of education, evaluation is a/an .... process.
   (1) bipolar   (2) tripolar
   (3) unipolar   (4) automatic

5. Which of the following is incorrect in the context of evaluation?
   (1) It refers to the process of comparing the results of instructions or tests
   (2) It refers to the extent to which the objectives have been achieved
   (3) Evaluation and measurement both mean the same
   (4) It requires collecting of evidence regarding the growth or progress of the student

6. Comprehensive evaluation in teaching is a concept that focuses on ....
   (1) the cognitive capacity of the learner
   (2) the non-cognitive abilities of the learner
   (3) the psychomotor abilities of the learner
   (4) the entire range of learner's experiences in the context of the school environment

7. The evaluation process in learning is
   (1) quantitative
   (2) qualitative and quantitative
   (3) qualitative
   (4) descriptive

8. Which of the following is an essential part in Formative Assessment?
   (1) Student
   (2) Teacher
   (3) Both (1) and (2)
   (4) Only (1)

9. An English teacher of class III uses the following criteria in Formative Assessment. Which of the following criteria is wrong in the said context?
   (1) She uses different tools such as project, assignment, debates, group discussion etc to assess her students.
   (2) She asks her students to complete projects and assignments at home
   (3) She uses paper pencil tests for assessment only once for assessing the performance of her students
   (4) She uses only oral methods such as recitation, speech, debate

10. Which of the following is not an integral part of cognitive development?
    (1) Attitudes   (2) Emotions
    (3) Values   (4) None of these

11. Which of the following is not an objective of CCE?
    (1) To develop cognitive, psychomotor and affective skills
    (2) To emphasise memorisation
    (3) To maintain desired standard of performance
    (4) To make teaching and learning a child-centred activity

12. Formative Assessment and Evaluation focus on .... of learning.
    (1) only process   (2) only product
    (3) All of the above (4) None of these

13. Which is not true about Summative Assessment?
    (1) It is usually a graded test
    (2) It encourages learn and forget syndrome
    (3) It is carried out at the end of a course of learning
    (4) It does not produce stress and anxiety among the learners

14. Which of the following questions helps the students to develop the ability of organising and selecting relevant facts?
    (1) Essay type questions
    (2) Short answer type questions
    (3) Very short answer type questions
    (4) Multiple choice questions

15. Anecdotal records prove very useful in ....
    (1) understanding child's home environment
    (2) peer pressure on the child
    (3) understanding child's behaviour in diverse situations
    (4) to understand child's parents' behaviour

16. In multiple choice questions, there is a stem which poses the problem. This may be in the form of
    (1) question
    (2) Incomplete statement
    (3) All of the above
    (4) None of the above

17. In assessment of speaking 'interactional routine' refers to
    (1) comparing two or more objects, places, events for the assessor
    (2) telephonic conversation with others
    (3) describing one's school or its environs informally
    (4) negotiating meaning, taking turns and allowing others to take turns

18. Evaluation of listening skills can not be done through ....
    (1) ability to understand the vocabulary
    (2) ability to recognise English speech sounds
    (3) ability to read the text aloud
    (4) ability to draw meaning from what he/she hears

19. While evaluating writing skill of a learner which of these will be the most important criteria
    (1) Learner is able to take dictation
    (2) Learner is able to express ideas coherently and systematically
    (3) Is able to write about a character
    (4) Is able to comprehend the questions and write their answers

20. Which of the following is helpful in understanding the child's behaviour in diverse situations?
    (1) Portfolio
    (2) Checklist
    (3) Tests and inventories
    (4) Anecdotal records

Previous Years' Questions

21. Which of the following statements is true?
    [CTET June 2011]
    (1) All formative tasks are meant for assessment
    (2) Formative assessment, to be effective, must be conducted only after teaching a lesson
    (3) While all formative tasks are meant for improving teaching-learning, some are used for assessment too
    (4) Formative assessment helps us to grade students into good, average and poor

22. Which of the following will help learners take greater responsibility for their own learning?   **[CTET Jan 2012]**
    (1) Supervised reading sessions
    (2) Controlled writing tasks
    (3) Peer assessment
    (4) Summative assessment

23. The main purpose of assessment is   **[CTET Jan 2012]**
    (1) to measure achievement of learners
    (2) to give practice in writing
    (3) to improve the teaching learning process
    (4) to decide pass and fail

24. Learners are familiar with the concept 'cyberspace' due to their cognitive overload. Therefore, learners   **[CTET Nov 2012]**
    (1) may end up studying more meaningful topics in class
    (2) may explore their own interests according to their own experience, background and perspective while spending considerable time navigating for content

(3) usually omit studying prescribed but important topics
(4) may be exposed to a sequential and cohesive expository presentation

25. Criteria of assessment is/are
    [CTET Nov 2012]
    (1) guidelines with marking scheme
    (2) question-wise distribution of marks
    (3) general impression of student ability
    (4) scoring key

26. Curriculum development follows the following sequence.
    [CTET July 2013]
    (1) Formulation of objectives, assessment of needs, evaluation, selection of text/learning experiences
    (2) Formulation of objectives, assessment of needs, selection of texts/learning experiences, evaluation
    (3) Selection of texts/learning experiences, assessment of needs, formulation of objectives, evaluation
    (4) Assessment of needs, formulation of objectives, selection of texts/learning experiences, evaluation

27. Assessing reading at class VII, can be done most effectively through a   **[CTET July 2013]**
    (1) writing a 50 word book/text review as a small project
    (2) spoken quiz based on the meanings of words and expressions
    (3) written test based on the characters and events in the story/text
    (4) an oral interview to find out how much they have read

28. While evaluating students' responses for a reading comprehension, marks may be deducted for ...... errors.
    [CTET Feb 2014]
    (1) grammatical   (2) syntactical
    (3) content   (4) spelling

29. For evaluating a poster designed as a part of a competition, which of the following criteria would be the most appropriate for the judges? **[CTET Feb 2014]**
 (1) Relevant content, style and word limit
 (2) Use of quotations, style and visual appeal
 (3) Creativity, relevant content and visual appeal
 (4) Creativity, fonts and visual appeal

30. The teacher and student/s discuss a topic and the former starts the conversation by asking a question, then the student/s respond by giving examples and explanations. The speaking assessment here is to grade how well students **[CTET Sept 2014]**
 (1) speak fluently and creatively
 (2) process information and respond appropriately
 (3) express themselves
 (4) respond in an appropriate tone and express themselves fluently and accurately

31. Mrs Sinha asks prediction question as she reads aloud a story to her class III students. She does this to **[CTET Feb 2015]**

 (1) improve students' vocabulary

 (2) make the story interesting
 (3) focus on comprehension
 (4) help students remember important details in the story

32. The assessment of students' writing should most importantly focus on **[CTET Feb 2015]**
 (1) keeping to the word limit
 (2) using idioms and metaphors
 (3) correct spelling and grammar
 (4) expressions and ideas

33. Which of the following is the highest level of cognitive ability? **[CTET Sep 2015]**
 (1) Knowing
 (2) Understanding
 (3) Evaluating
 (4) Analysing

34. While assessing a group work, a teacher should not focus on **[CTET Feb 2016]**
 (1) showing concern for others
 (2) cooperative learning process
 (3) assessing each child's work
 (4) taking initiatives in work

35. When learners give feedback on each other's language, work, learning strategies, performance, etc, it is called **[CTET Sept 2016]**
 (1) Formal assessment
 (2) Group assessment
 (3) Self assessment
 (4) Peer assessment

36. While providing feedback to the parents, a teacher should not **[CTET Sept 2016]**
 (1) give qualitative feedback about the child
 (2) share the incidents recorded in the anecdotes
 (3) compare their child with other children
 (4) compare the current performance of the child with her previous performance

37. A teacher after completing a chapter asks the students some questions to review their learning and check their understanding. The questions she is asking will be based on **[CTET Sept 2016]**
 (1) lower-order thinking skills
 (2) hyper-order thinking skills
 (3) higher-order thinking skills
 (4) middle-order thinking skills

Answers

1. (4)	2. (4)	3. (4)	4. (2)	5. (4)
6. (4)	7. (2)	8. (3)	9. (3)	10. (4)
11. (2)	12. (3)	13. (4)	14. (2)	15. (3)
16. (3)	17. (4)	18. (3)	19. (2)	20. (4)
21. (3)	22. (3)	23. (1)	24. (2)	25. (3)
26. (4)	27. (1)	28. (3)	29. (3)	30. (2)
31. (3)	32. (4)	33. (3)	34. (3)	35. (4)
36. (3)	37. (3)			