



EDUCATIONAL EVALUATION

Course Code:

Credits: 04

Level: PG

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
4	-	-	-	4

Introduction

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Course Objectives:

After studying this course the teacher-educator will be able to

- explain the key concepts of evaluation and describe the developments in evaluation.
- describe the scope of evaluation in education.
- describe the use of evaluation as an effective tool in teaching-learning process.
- describe the ways & means of evaluation of programmes.
- explain the current trends in evaluation

Student Learning Outcome

- Teacher-educator will be able to understand the concept and principles of evaluation and its areas
- Teacher-educator will be able to describe the scope of evaluation and its role in understanding its role in teaching learning process
- Teacher-educator will be able to reflect the understating of Evaluation in Report writing.
- Teacher-educator will be able to understand Techniques of programme evaluation
- Teacher-educator will be able to explore current trends in evaluation process.

Course Contents/Syllabus:

	Weightage (%)
MODULE I : FOUNDATIONS IN EVALUATION	20
Descriptors/Topics <ul style="list-style-type: none">• Concept of testing, measurement, assessment and evaluation• Difference between investigation, auditing, monitoring & evaluation• Principles of Evaluation	



<ul style="list-style-type: none">• Areas of Evaluation• The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability	
MODULE II : SCOPE OF EVALUATION	20
Descriptors/Topics <ul style="list-style-type: none">• Problem-solving and decision-making• Positive accountability and excellence in education• Knowledge construction and capacity building of learners• Organizational learning and change, and strategic planning• Advocacy & communication	
MODULE III : TEACHING-LEARNING AND EVALUATION	20
Descriptors/Topics <ul style="list-style-type: none">• Evaluation of learning, for learning and in learning- Contexts, Need & Nature• Tools for evaluation and process of standardization• Equity & fairness in evaluation including adaptations & Accommodations• Report writing: Format, Content & Mechanics• Mastery Level Learning	
MODULE IV : PROGRAMME EVALUATION & REVIEW	20
Descriptors/Topics <ul style="list-style-type: none">• Concept, need, goals and tools• Evaluation of instructional programmes• Techniques of programme evaluation• Reliability, validity and sensitivity in programme evaluation• Reviewing outcomes	
MODULE V : CURRENT TRENDS IN EVALUATION	20
Descriptors/Topics <ul style="list-style-type: none">• Knowledge based evaluation• Performance Based Evaluation: Role play, Concept maps• Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals• Self evaluation: Rubrics & Rating scales• Exams: Online, On-demand, Take-home Power Tests & Open book	

Pedagogy for Course Delivery:



- Lecture
- Tutorials
- Presentation and Discussions
- Seminar/Workshop

Lab/ Practicals details, if applicable:

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Text & References:

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.



- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recordin^g Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
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- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html> on 10.4.2015
- School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing students performance. San Francisco: Jossey-Bass.

Suggested Readings

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M. (Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10-14.



- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertaton, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
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- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? Educational Leadership,49(8),39-40
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. Journal of Speech and Hearing Disorders, 53, 71-88.
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- Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York
- Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books