

Helping Teachers Evaluate Instruction

July 25, 1997



Topics of Discussion

- Evaluation, Measurement, Tests
- Develop and Lead Faculties to Adopt and Apply Guidelines for a Sound Marking System
- Develop and Lead Faculties to Adopt and Apply Guidelines for a Sound Reporting System
- Formulate a Philosophical Position About Evaluating Student Achievement

Evaluation

A Definition

Evaluation or assessment as it relates to instruction means the process of making judgments about specific aspects of a learner's behavior; it consists of a set of skills by which an instructor determines whether or not the learner has mastered the objectives established.

Measurement & Tests

Definitions

- **Measurement** is a phase of evaluation during which the instructor quantifies instances of the learner's behavior; the quantitative data provide the teacher with a basis for assigning marks.
- A **Test** is an instrument for measuring, for ascertaining the presence of expected behaviors and discovering the degree of mastery of those behaviors.

Why Tests Are Given

- To see if the learners have attained the objectives
- To diagnose learning difficulties
- To appraise the effectiveness of instruction
- To judge the effectiveness of the teacher



Basic Principles of Marking

- Marks should reflect as nearly as possible mastery of content
- A multitude of evidence is necessary for determining a grade
- The meaning of each letter symbol should be defined in behavioral terms and those meanings communicated to students and parents
- Marks in discipline should reflect subject matter achievement
- Symbols for marking and reporting conduct, attitudes, personal habits, etc... should be different from the symbols for reporting achievement in the cognitive and psychomotor domains
- Teachers should remove the threatening nature of marks.