EVALUATION

INTRODUCTION

In the teaching process the teachers sets goals and then ensure that they are achieved. Finally, it evaluates its work, the equipment used and the performance of students.

According to Scriven, we must first evaluate goals and then monitor their achievement, because if the goals are not worth the trouble, there is no incentive to find out if they have been achieved or not.

Key issues concerning the evaluation
a) What is evaluation?
b) Why do the evaluation?
c)What evaluate?
d) How successful is evaluation?

TYPES OF REVIEW

1. Adequacy of knowledge: Tests aimed to make a diagnosis of a small number of knowledge. Two examples of events include: examinations for the award of schools and examinations for graduation of foreign languages. In these tests adequacy of knowledge, it is possible that all students succeed or fail.

2. Contest: The reviews aim to select a predetermined number of people from a larger whole. Two examples of such examinations are the entrance exams to the institution of higher education as well as competitions hiring employees in an organization.

3. Placement tests: Their goal is to examine the cognitive level of students to be placed in the appropriate class for them to acquire more knowledge. This type of review also applies to vacancies.

DISTINCTION OF EVALUATION

1. Diagnosis: This evaluation aims to: a) the classification of students according to their level and b) the search for weaknesses and reasons for learning a specific subject. Its purpose is to set education. It is realized from the beginning of the school year.

2. Formative: This evaluation aims to: a) draw conclusions to change the learning process and thus improve. b) the information teachers and students for learning. It is realized during the school year.

3. Total or final: Its purpose is to match the typical assessment a score representing the total discretion of the teacher in the success rate of the learner in relation to the objectives set.

TECHNICAL EVALUATION - FORMS OF QUESTIONS

A) Dissertations

In this kind of questions, the student notes, argues, analyzes, evaluates and explains at will and according to the time given to it.

Advantages:
1) It assesses the skills of recall and application of knowledge, composition, organization and expression of ideas, arguments, formulated with precision and accuracy, creativity.
2) The luck factor does not exist <u>for the correct answer.</u>

Disadvantages:
1) Objectivity of judgment due to: the different conceptions of evaluators on a topic, different opinions on the severity or indulgence to the psychological, spiritual and fatigue, appearance of writing, the different criteria evaluation.
2) Limited ability to cover a large part of the material and therefore increases the luck factor for those who perform a selective review.
3) The corrections require a lot of time.

B) Objective type questions
These are a question whose answers are predetermined and that is why the assessment is objective. They are divided into:
a) Multiple-choice questions
b) True - false questions
c) Correspondence questions
d) Fill in the gaps.

Advantages:
1) Evaluation objective, reliable, fast and easy.
2) Possibility of evaluating a large part of the subject matter.
Disadvantages:
1) These questions do not offer the possibility of evaluating the argument, writing and creative thinking. They limit the assessment regarding the resolution of problems.
2) The luck factor in choosing the correct answer is increased.

Ways to avoid the possibility of random selection:
Justification
Underline errors
Correction questions wrong

C) Short Answer Questions
These are questions whose answer is limited or completely predetermined. They are used to formulate definitions, enumeration causes, consequences, factors, objects.
Particularly with regard to the natural sciences, these questions are used to name chemical unions, the creation of chemical equations, the enumeration of the planets according to their distance from the sun, etc..

D) Structured questions
These questions divided into subquestions, themselves divided into sub questions, etc.. The structure may be linear or branched. The linear structure is that each item depends on above.

A question was structured as follows:

"Refer ... Set ... Describe ... Calculate ... Justify ..."

CHARACTERISTICS OF A GOOD EVALUATION

Validity: The assessment should match the subject matter and its objectives.

Objectivity: The evaluation should be independent of sympathies or antipathies vis-à-vis people, religious or political beliefs of the psychological state of examiners, etc.

Reliability: The ratings of different examiners must be identical or approximate.

Ability to distinguish: Classify candidates according to their knowledge and skills.

Workableness: The evaluation should be established and enhanced easily.

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