

- **Compare and contrast assessment, measurement and evaluation**

**Measurement** refers to the process by which the attributes or dimensions of some physical object are determined. One exception seems to be in the use of the word measure in determining the IQ of a person. The phrase, "this test measures IQ" is commonly used. Measuring such things as attitudes or preferences also applies. However, when we measure, we generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments refer to physical devices such as rulers, scales, thermometers, pressure gauges, etc.

**Assessment** is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests.

**Evaluation** is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation.

- **Give the purpose of testing and evaluation**

A test or examination (informally, exam) is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). [1] A test may be administered verbally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills. Tests vary in style, rigor and requirements. For example, in a closed book test, a test taker is often required to rely upon memory to respond to specific items whereas in an open book test, a test taker may use one or more supplementary tools such as a reference book or calculator when responding to an item. A test may be administered formally or informally. An example of an informal test would be a reading test administered by a parent to a child. An example of a formal test would be a final examination administered by a teacher in a classroom or an I.Q. test administered by a psychologist in a clinic. Formal testing often results in a grade or a test score.[2] A test score may be interpreted with regards to a norm or criterion, or occasionally both. The norm may be established independently, or by statistical analysis of a large number of participants.

- **Give the different types of test**

### **Diagnostic Tests**

These tests are used to diagnose how much you know and what you know. They can help a teacher know what needs to be reviewed or reinforced in class. They also enable the student to identify areas of weakness.

### **Placement Tests**

These tests are used to place students in the appropriate class or level. For example, in language schools, placement tests are used to check a student's language level through grammar, vocabulary, reading comprehension, writing, and speaking questions. After establishing the student's level, the student is placed in the appropriate class to suit his/her needs.

### **Progress or Achievement Tests**

Achievement or progress tests measure the students' improvement in relation to their syllabus. These tests only contain items which the students have been taught in class. There are two types of progress tests: short-term and long-term.

**Short-term** progress tests check how well students have understood or learned material covered in specific units or chapters. They enable the teacher to decide if remedial or consolidation work is required.

**Long-term** progress tests are also called Course Tests because they check the learners progress over the entire course. They enable the students to judge how well they have progressed. Administratively, they are often the sole basis of decisions to promote to a higher level.

- **Give the uses of the test**

The obvious point of classroom tests is to see what the students have learned after the completion of a lesson or unit. When the classroom tests are tied to effectively written lesson objectives, the teacher can analyze the results to see where the majority of the students are having problems with in their class. These tests are also important when discussing student progress at parent-teacher conferences.

Another use of tests is to determine student strengths and weaknesses. One effective example of this is when teachers use pretests at the beginning of units in order to find out what students already know and where the teacher's focus needs to be. Further, learning style and multiple intelligences tests help teachers learn how to best meet the needs of their students through instructional techniques.

- **Classification of objective type of test**

**Objective tests** are assessment procedures where the various test items can be marked with total reliability by anybody, including non-subject-specialists, and in some cases by computer. Although such items are often criticised on the grounds that they are only suitable for use at lower-cognitive level, this is not necessarily the case. Indeed, it is perfectly possible (albeit more difficult) to design items to test at higher-cognitive levels, and also to test in some non-cognitive areas.

**Multiple-choice items.** These are by far the most widely used type, and typically take the form of a short question or implied question (the stem) followed by four or five optional answers, one of which is unequivocally correct (the key) and all the others unequivocally wrong (the distractors).

**True-false items.** This is another extremely popular type of objective item. It consists of a statement which the testee has to indicate to be 'true' or 'false'. Such items are often presented in the form of a series covering different aspects of the same topic. Such series of items are particularly useful for providing feedback on progress to students undertaking self-study.

**Assertion/reason items.** These are variations on the basic 'true/false' item format. Each item consists of an assertion (given on the left) linked to a reason (given on the right), the testee having to decide whether the assertion and the reason are individually correct or not, and, if they are both correct, whether the 'reason' is a valid explanation of the 'assertion'. Such items can be used to test at a higher cognitive level than basic true/false items.

**Matching items.** These are variations on the basic multiple-choice item format. Each item consists of two lists of statements, words, symbols or numbers which have to be matched one with another. In general, the two lists contain different numbers of entries, those entries in the longer list that do not correspond to entries in the shorter list serving the function of distractors.

1. Oral test - is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form.
2. Subjective test - is evaluated by giving an opinion.
3. Objective test - is a psychological test that measures an individual's characteristics independent of rater bias or the examiner's own beliefs, usually by the administration of a bank of questions marked and compared against exacting scoring mechanisms
4. Written test – meaning a text where you have to answer questions using a pencil or pen
5. Performance test - is the process of determining the speed or effectiveness
6. Non-standardized test - measure student skills that are noticeable and maybe significant, but can't be quantified.
7. Standardized test- are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent
8. Norm- reference test - refers to standardized tests that are designed to compare and ranktest takers in relation to one another.
9. Criterion test- Criterion referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria.
10. Intelligence test - Intelligence tests are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension, and judgment.
11. Personal test - an instrument, as a questionnaire or series of standardized asks, usedto measure personality characteristics or to discover personality disorders.
12. Achievement test- is a test of developed skill or knowledge.
13. Sociometric test - is a self-report on interpersonal relationships in a group that is used to analyse as well as to develop a graphic representation of the structure of the group.
14. Trade test- a test of proficiency in a given trade (as plumbing) standardized by obtaining norms for novices, apprentices, journeymen, and experts in the trade
15. Power test- a test of proficiency in a given trade (as plumbing) standardized by obtaining norms for novices, apprentices, journeymen, and experts in the trade
16. Speed test- in normal everyday language, edited by psychologists, professors and leading students.
17. Aptitude test- is an exam used to determine an individual's propensity to succeed in a given activity.
18. Diagnostic test - measure students' understanding of a subject area or skills base
19. Formative test- including diagnostic testing, is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
20. Summative assessment- (or summative evaluation) refers to the assessment of participants where the focus is on the outcome of a program.
21. Individual test- A test can be said individual test in the sense that they can be administered to only one person at a time.
22. Group test- were designed as mass testing instruments; they not only permit the simultaneous examination of large groups but they also use simplified instruction and administration procedures.
23. Administration test- procedures related to security protect the integrity of the test items.
24. Check list test- Comprehensive list of important or relevant actions, or steps to be taken in a specific order.
25. Rating scale test- is a set of categories designed to elicit information about a quantitative or a qualitative attribute