

## Classification of Evaluation Techniques

All techniques of evaluation can be broadly classified into two categories: (a) Quantitative and (b) Qualitative.

### (a) Quantitative Techniques

The quantitative techniques are mainly used in educational evaluation. These are highly reliable and valid. They possess all three characteristics can be classified into three types (i) Oral, (ii) Written and (iii) Practical.

**(i) Oral Techniques :** The oral techniques of evaluation are used lower level in organising and leading teaching activities. The oral questions; debate and drama are used for this purpose.

**(ii) Written Techniques :** In this type the written questions are asked and students have to write their answers. The written tests are more effective than oral. The written test are usually objectives type tests are now preferred for constructing tests. The objective type tests are now used for constructing the criterion test because they are highly objective valid and reliable. These easy to score.

**(iii) Practical Techniques :** In this type of evaluation, some work is assigned to the student to accomplish it. Such techniques are based to asses the skills or psychomotor objectives. This techniques is used in Science, Geography, Home Science, Agriculture, Drawing etc.

### (b) Qualitative Techniques

The qualitative techniques are used in school and colleges for internal assessment. These techniques are subjective and less reliable, but they are used for assessing the affective objectives. These techniques are classified into five categories :

- (i) Cumulative Records,
- (ii) Anecdotal Records,
- (iii) Observation Techniques,
- (iv) Check List, and
- (v) Rating Scale.

**(i) Cumulative Records :** Such records are prepared in the schools for each student. The cumulative record of students includes the educational progress, results of monthly, half yearly tests, attendance, participation in games, sports, co-curricular activities and physical health. The cumulative records of the students provide the awareness about their progress and weakness of the students to their parents, teachers and principal.

**(ii) Anecdotal Records :** This type of record maintains the description of significant event and work or performance of the students. A merit list is prepared in school. The correct information is obtained regarding incident and performance or students in anecdotal records. The interest and learning of the students can be assested with the help of such records. Such records can also be used to provide the guidance to the students.

**(iii) Observations Techniques :** This technique is in dispensable in school evaluation. It is used at all the stages of education but most useful for evaluating

the small children at primary stage. It is used for evaluating cognitive, affective and psychomotor objectives. The students of higher class can make use of this technique or self evaluation. The classroom interaction can be evaluated only by the observation technique.

**(iv) Check-List :** The technique is used for evaluation interest, attitudes and values of the students. It includes certain statements of yes and no type. The student has to check either of the two.

Each statement of the check list evaluates a specific objective of learning. Some examples have given below :

- |   |                  |
|---|------------------|
| (1) Are you interested in the steps of teaching?              | Yes/No/Not known |
| (2) Do you take interest in lesson planning?                  | Yes/No/Not known |
| (3) Do you really enjoy in classroom presentation ?           | Yes/No/Not known |
| (4) Are you interested In encouraging the student activities? | Yes/No/Not known |

The above check list may be used for evaluating teaching interest of pupil-teachers.

**(v) Rating Scale :** The rating techniques is used for assessing the attitude of the students towards teaching and subjects. It consists of some statements which can be rated on three/five/seven/points scale. It is used for higher classes because it requires the power of judgement of the students. A teacher can make use of this technique for evaluating the effectiveness of this instructional procedure. Teaching strategy, tactics and aids. The statements of scale are concerned with the specific objective of learning.