Course: Evaluation of Adult Education (850)
Semester: Spring, 2022

Assignment No. 02

Q.1 Out of all the test forms, which form would you like to prefer? Also prepare five test questions of that test.

Assessment is the evaluation of the abilities of your students. You cannot simply teach a lesson and move on. You must assess to determine if your students actually learned the material. More specifically, each state has certain standards that must be covered according to grade level. You assess your students to see if the specific standard you focused on has been accomplished.

Formal Assessment

There are two major categories for assessment. The first is **formal assessments**, which are those taken by large groups of students from a variety of locations. Teachers have little to no control over formal assessments.

Most people know formal assessments as **standardized tests**, where all students take the same exam and the averages are mathematically determined. The structure of these usually includes multiple choice or other **closed questions**, which require one-word answers and don't allow for explanations or reasoning. The results compare all the students who took the exam to determine who is below or above the average for that grade level. Standardized tests could be international, national, or statewide. The ACT and SAT exams, that are taken by students applying to colleges, are examples of formal assessments.

Schools use standardized tests for many reasons, including identifying struggling or advanced students, comparing growth over time, and for school or state accountability. Teachers cannot control which standardized tests their students must take, but should use the data to help design instruction and create learning plans. On the whole, formal assessments are designed with a larger picture in mind.

Informal Assessment

The second type of assessment, **informal assessments** is what will be used most in your classroom. These assessments are usually designed by the teacher and intended for a specific group of students. They lack a standard scale, which is what formal tests use to determine the meaning of the score. Instead, the teacher places the meaning on the results.

The beauty of an informal assessment is that it can be adjusted and individualized. You can vary your assessment depending on the learning styles of your students. There are little or no constraints when designing your own informal assessments for your class. If you think it best, you can have similar procedures for each student. For example, each student can take a quiz on plant reproduction. On the other hand, you can allow some students to create a model of the process instead. Furthermore, you can determine the time limits and other guidelines for students.

Tests, quizzes, worksheets, debates, oral presentations, and teacher observations are all examples of informal assessments. Teachers use these to determine class grades, but to also give specific feedback to students in order

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to foster improvement. In addition, using more **open-ended questions**, which require more than a one-word answer, will give you more insight into the thought processes of your students.

Informal assessments also allow for research and explanation. A perfect example of this is **project based learning**, which entails solving a long-term task or problem. Students usually have a number of weeks to complete the project, which often reaches into other subject areas. For instance, if 6th grade students were given the task of creating a container to keep an egg from breaking, when it is dropped from the roof of a building, the project could stretch from science class into math class, as they will need to make measurements and calculate things like speed, gravity, and acceleration.

Q.2 The development of oral test has been different enlist and elaborate in detail.

Oral examinations, also called viva voce, have long been associated with graduate studies, but many years ago, when I was an undergraduate, oral exams were not unheard of. All undergraduates at my university were required to write a thesis, and many of us took comprehensive written and oral examinations in our fields. I had several courses in my major field, art history, which held oral examinations as the final assessment of our work. At the time, this practice was not uncommon in British and European universities for undergraduates. Since then it has become a rarity both here and abroad, replaced by other forms of assessment for undergraduate students. Assessments in the course included two in-class midterms (written and timed), weekly graded homework assignment (usually problems), and the final exam. As Brown thought about the final exam, he realized that he had already seen his students approach to timed and untimed "mathematical writing" in the midterms and homeworks. So, why not try a different environment for the final and do an oral examination? He discussed the concept with the students in class and allowed the students to decide as a class which option they preferred. The students agreed to the oral exam.

Brown made sequential appointments with the students, giving them 20 minutes each for the exam. He asked them different questions to minimize the potential for sharing information, but the questions were of the same category. For example, one student might be asked to discuss the physical or geometric interpretation of Gauss's Theorem, and another would be given the same question about Stokes's Theorem. If a student got stuck in answering, Brown would reword the question or provide a small hint. In contrast, on a written exam, if a student gets stuck, they are stuck. You may never identify exactly what they know and don't know. Another advantage, Brown discovered, was that by seeing how a student answered a question, he could adjust follow up questions to get a deeper understanding of the student's depth of learning. He could probe to assess understanding or push to see how far the student could go. He found the oral exam gave him a much more comprehensive view of their knowledge than a written one.

In terms of grading, Brown noted that by the end of the semester he knew the students quite well and had a feel for their levels of comprehension, so in many ways the exam was a confirmation. He did not have a written rubric for the exam, as he did for the midterms, but he did take notes to share with the students if they wanted to

debrief on their performance. He saw this as a more subjective assessment, balanced by the relatively objective assessment of the homeworks and midterms.

Following up with students after the exam, Brown found that four of the six students really liked the format and found it easier than anticipated. Only two of the students had planned to become majors at the start of the course, but ultimately four declared a mathematics major. Brown noted that he would like to use the oral examination again in the future, but felt that it would not be possible with more than 10 students in a class.

After talking with Brown, I searched to find recent literature on undergraduate oral exams. Two papers are worth reading if the concept is of interest:

Oral vs. Written Evaluation of Students, Ulf Asklund and Lars Bendix, Department of Computer Science, Lund Institute of Technology, Pedagogisk Inspirationskonferens, Lund University Publications, 2003. A conference paper detailing advantages and disadvantage of the two formats. The authors, based on their experience, found that oral examinations are better suited than written for evaluating higher levels of understanding based on Bloom's Taxonomy.

Oral versus written assessments: A test of student performance and attitudes, Mark Huxham, Fiona Campbell, and Jenny Westwood, Assessment & Evaluation in Higher Education 37(1):125-136, January 2012. This study of two cohorts of students examined "…[s]tudent performance in and attitudes towards oral and written assessments using quantitative and qualitative methods." Many positive aspects of oral examinations were found. See also a SlideShare Summary of this paper. Possible benefits of oral assessment included: "1) Development of oral communication skills 2) More 'authentic' assessment 3) More inclusive 4) Gauging understanding & Encouraging critical thinking 5) Less potential for plagiarism 6) Better at conveying nuances of meaning 7) Easier to spot rote-learning."

Q.3 Objective type tests are more objective in nature but have a lot of limitations. Support your answer with relevant examples.

Simply, an objective type test is one which is free from any subjective bias either from the tester or the marker. It refers to any written test that requires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demands an objective judgement when it is scored.

Objective-Centered Test/Objective based Test:

When questions are framed with reference to the objectives of instruction, the test becomes objective-based. This type of test may contain essay type and objective type test items.

An essay test may be objective-centered or objective-based, though it may be difficult to score it objectively. An objective type test, on the other hand, can always be scored objectively, though it may not be objective-centered if it is not planned with reference to the objectives of instruction.

Objective-type tests have two characteristics viz.:

1. They are pin-pointed, definite and so clear that a single, definite answer is expected.

2. They ensure perfect objectivity in scoring. The scoring will not vary from examiner to examiner.

Merits of Objective Type Test:

1. Objective type test gives scope for wider sampling of the content.

2. It can be scored objectively and easily. The scoring will not vary from time to time or from examiner to examiner.

3. This test reduces (a) the role of luck and (b) cramming of expected questions. As a result, there is greater reliability and better content validity.

4. This type of question has greater motivational value.

5. It possesses economy of time, for it takes less time to answer than an essay test. Comparatively, many test items can be presented to students. It also saves a let of time of the scorer.

6. It eliminates extraneous (irrelevant) factors such as speed of writing, fluency of expression, literary style, good handwriting, neatness, etc.

7. It measures the higher mental processes of understanding, application, analysis, prediction and interpretation.

8. It permits stencil, machine or clerical scoring. Thus scoring is very easy.

9. Linguistic ability is not required.

Limitations of Objective Type Test:

1. Objectives like ability to organise matter, ability to present matter logically and in a coherent fashion, etc., cannot be evaluated.

2. Guessing is possible. No doubt the chances of success may be reduced by the inclusion of a large number of items.

3. If a respondent marks all responses as correct, the result may be misleading.

4. Construction of the objective test items is difficult while answering them is quite easy.

5. They demand more of analysis than synthesis.

6. Linguistic ability of the testee is not at all tested.

7. Printing cost considerably greater than that of an essay test.

Guidelines for Constructing Better Objective Type Test Items:

To be a good item writer, one should have:

(a) A thorough understanding of the subject matter;

(b) A thorough understanding of the pupils tested;

(c) Perseverance; and

(d) A little creativity to prepare fertile kind of items.

It is of paramount importance for him to be cognizant of the pitfalls involved in writing objective type test items.

We shall now offer some general guidelines for the writing of objective type test items:

1. Each item must be clearly expressed i.e. there must be precision in writing the test items.

2. Test for important facts and knowledge and not for trivial details; e.g.,

(a) Give the name of the ship that Columbus was on when he discovered America.

(b) Give the date (and/or time) when Edison invented the light bulb.

Q.4 Discuss in detail test scores along with its types.

A standardized test score is usually represented as a number indicating how well a child performed on an assessment. There are a number of different types of scores used in educational testing. Test scores can either be norm-referenced (comparing kids to others the same age) or criterion-referenced (assessing a child's performance on a specific task).

Learning disabilities are often diagnosed and assessed using norm-referenced scores. These types of scores estimate whether a student's scores are above average, average, or below average compared to his or her peers. Test results are also often used to gauge how well a child is doing and to decide if a child needs extra help in specific areas.[1]

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Types of Standardized Test Scores

There are many different types of test scores used in educational testing. Common ones you may encounter on your child's school reports, particularly in special education and learning disability assessments, include the following.

Standard Scores

Test developers calculate the statistical average based on the performance of students tested in the norming process of test development. That score is assigned a value. Different performance levels are calculated based on the differences in student scores from the statistical average and are expressed as standard deviations.

These standard deviations are used to determine what scores fall within the above average, average, and below average ranges. Standard scores and standard deviations are different for different tests. Many of the commonly used tests, such as the Wechsler Intelligence Scales, have an average score of 100 and a standard deviation of 15.[2]

Percentiles

These scores show how a student's performance compares to others tested during test development. A student who scores at the 50th percentile performed at least as well as 50 percent of students his age. A score at the 50th percentile is within the average range.

Z-Scores

These scores are scaled on a number line ranging from -4 to 4. On this scale, zero is average. Positive scores are above average, and negative scores are below average.

T-Scores

These scores range in intervals of 10 from 10 to 90 points. Fifty is average on this scale, and the average range is usually between 40 and 60.

Stanine Score

The stanine scale is also called the standard nine scale. These scores range from 1 to 9, with 5 being average. Scores below 5 are below average. Scores above 5 are above average.

Scaled Scores

This type of test score involves presenting different scores on a number of subtests, each of which assesses a specific skill or area. In many cases, these scaled scores are then combined in order to arrive at an overall composite score.

Schools and parents use the information gleaned from these test scores to make decisions about a child's education.

Identifying Challenge Areas

Schools utilize these different types of scores to identify academic strengths as well as to find areas where a student may need a little extra help. A single test may provide a number of different scores, each representing a different area of interest.

For example, a reading test might contain different scores for vocabulary, phonemic awareness, fluency, and comprehension. Other areas that tests might assess include working memory, vocabulary, processing speed, verbal reasoning, problem-solving, and listening comprehension.

Students might score well in some areas, but perform more poorly in others. Knowing how a child performs on these types of tests, as well as how their performance compares to other kids their own age, can give parents and educators more information about what a child may need in order to succeed academically.

Determining Eligibility for Specialized Help

These scores can also be used to determine if children require and can gain admission to a particular program. For example, a student might need to score below the 25th percentile on a norm-referenced test in order to qualify for a special education program.

Q.5 what do you know about vetting the written and unvetting evidence? Explain with help of concrete examples.

When you apply to a job and submit your resume, employers will go through a vetting process to ensure you're a potential fit for their company. The vetting process consists of several steps that can vary between employers and industries. These steps to the vetting process, however, allow employers to choose the most qualified candidates for their job offerings. In this article, we discuss what the vetting process is, why employers use it and the steps that are involved so you can understand how best to succeed when applying for your next job. Vetting is the process that employers use to perform a background check, verify the truth and accuracy of documents and information or otherwise perform some type of fact-checking into a candidate's background

before making a hiring decision. For example, during the job application process, an employer will use the initial job application, candidates' resumes, interviews or background checks for vetting potential candidates. The vetting process allows employers to look into the information job candidates give them during the application process. There are several important reasons why employers use the vetting process, and these can include reasons like:

Looking into educational background

One reason employers vet candidates is to verify educational training, certifications or other credentials that qualify a candidate for a job. For example, recent college graduates who are just entering their careers typically include their educational background and training in their job applications. This information allows employers to assess their skills for the job based on educational training and credentials.

Checking references and professional background

If you have an extensive work history, chances are high that an employer will check into your professional references. Communicating with your past employers, managers or colleagues helps employers understand your work ethic, skills, performance and other factors that can influence their decision to hire.

Verifying qualifications and credentials

If you hold professional certifications, post-graduate degrees or other credentials and give this information to employers, they'll want to use the vetting process to verify that your credentials are legitimate and current. Additionally, with some special certifications (like an educator's license or physical therapist's license), it's necessary to attend continuing education to renew. This information shows employers that a candidate is motivated and dedicated to continuous development and professionalism.

Checking criminal background

Employers also use the vetting process to run background checks on applicants in the event there are records of criminal history. While a criminal record or even a public record does not always mean an employer won't hire someone, it's important to be upfront and honest on your application, resume or cover letter in the event you have a criminal record that will come up in a background check. Additionally, for many industries, such as education, government and security, employers will use fingerprinting during a background check as another step to the vetting process.

Eliminating candidates that aren't a good fit

The vetting process allows employers to screen candidates and move forward with only qualified candidates. This is beneficial because it provides a way for employers to eliminate candidates that they feel won't be a good fit, whether it's because a candidate is unqualified for the role or because the employer feels they won't fit in well with the company culture. There can be many reasons why a candidate may not be a good fit for a particular job, and your resume and interview process helps employers evaluate this.

Saving on the costs associated with hiring

The vetting process can ultimately help employers lower the costs of hiring new employees. Even though vetting candidates can take some time, employers can save by weeding out unqualified candidates early on, spending a little extra time interviewing individuals they feel are a good fit and verify candidates' information before hiring. Being able to eliminate candidates with a poor work ethic, criminal background or other issues can help prevent employers from spending on the process of training and working with new hires that are ultimately not a good fit.

Reducing the time it takes for hiring

Employers may also use the vetting process to limit the amount of time it takes to get through the "new hire" process. In the hiring process, employers use interviews to screen qualified candidates, and the entire interviewing process takes time. When employers thoroughly vet a candidate, they're able to weed out unqualified individuals so that they are only scheduling the most qualified professionals for an interview.

Steps of the vetting process

Employers generally move through several key vetting procedures that can differ slightly between industries and how an employer prefers to carry out their candidate vetting process. Here are a few of the most important aspects of the vetting process:

Initial applicant screening

One of the main steps in the vetting process is when employers screen through applications, resumes and cover letters. Typically, employers move through this step quickly, using resumes and job applications to check that applicants followed their application instructions, have the required qualifications for the job and seem like they'd be a good match for the job. Once employers move through this step, they may schedule a phone screen or interview before an in-person interview to better gather information about you.

Phone and video screening

The screening phase of the vetting process can involve several different approaches, depending on the employer and the nature of their business. For instance, sales and marketing employers may schedule a phone interview as a way to converse with you, ask questions about your work history and get a better idea of your personality and ability to communicate. You might also encounter questions about your educational background, specific credentials and other details that give employers an idea of who you are and how you would fit in the role.

In-person interviews

The most well-known aspect of the vetting process is the in-person interview. You might interview in a range of different styles, such as a group interview or a one-on-one interview, but the goal is the same: for the employer to meet candidates in person to get to know their personality and who they are, ask job-specific questions that allow them to understand what they'd bring to the company and ultimately see whether the candidate is going to be a match for the job. Interviews also often are the determining factors of an employer's hiring decisions.

Background checks

Thorough background checks are a common occurrence in the vetting process. Many industries require at least the most basic level of background check to ensure candidates don't have a criminal record. However, some employers hire skilled and high-performing employees that do have minor criminal charges on their records, but this also varies from employer to employer and within different industries. Higher-level background checks are necessary for some government, education and security jobs.