UNIT 4  EVALUATION IN SOCIAL STUDIES

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4.1  INTRODUCTION

Evaluation of students' performance in social studies is an essential activity. It is a process of determining the extent to which the objectives of social studies have been achieved by the students. Evaluation is generally used for certification and placement purposes, but it has greater potential to be used for instructional purposes. For this, evaluation has to be a continuous and comprehensive process.

To begin with, a social studies teacher must know what cognitive and non-cognitive learning outcomes have to be measured and which tools and techniques are available for the purpose. He must also know how to set a good question and how to assess students' performance so that evaluation could be valid and reliable. All these aspects are discussed in this unit specifically with reference to social studies.
4.2 OBJECTIVES

At the end of this unit, you will be able to:

- state the purpose and characteristics of evaluation in social studies;
- understand how to make evaluation a continuous and comprehensive process;
- differentiate between formative and summative evaluation;
- state the need to evaluate cognitive and non-cognitive outcomes;
- identify various tools and techniques of evaluation in social studies;
- understand where to use teacher-made tests and where to use standardised tests;
- analyse the content of the social studies;
- write instructional objectives in behavioural terms;
- prepare the blueprint for a test;
- develop test items for cognitive and non-cognitive outcomes;
- state the points to be kept in mind while setting a good question paper;
- decide when to have quantitative assessment and when to have qualitative assessment;
- know the procedure of bringing objectivity in marking and grading;
- interpret the performance of students qualitatively.

4.3 PURPOSE OF EVALUATION IN SOCIAL STUDIES

Evaluation has become an integral part of the educational process in which social studies is an important aspect at the school stage. It is the responsibility of social studies teachers to carry out evaluation activities and determine to what extent the objectives with which social studies is taught are being achieved. In achieving different objectives of social studies, various abilities, skills, interests, attitudes and other characteristics of students are stated, developed and measured. Thus, through the evaluation process, one gets a clear idea of each individual student's abilities, skills, interests, etc.

4.3.1 Evaluation for Instructional Purposes

The evaluation of students' performance in the present examination system has been mainly used to categorise students into different groups like poor, average, good, very good, excellent etc. However, this is not the only purpose of evaluation. Education aims at developing each individual to the fullest extent of her/his potential. Evaluation can help in achieving this aim of education. The social studies teacher must evaluate the students and provide instruction according to the ability level of students. Students can understand content better when they are taught according to their abilities. After teaching a particular unit, the teacher can evaluate his students and on the basis of this evaluation he can get feedback regarding the concepts of the unit which might require further explanation. He can thus modify his teaching methods. Thus, evaluation will improve the instructional process and enhance student's learning.

4.3.2 Evaluation for Certification

The performance of students is also evaluated by the social studies teachers periodically as well as annually to judge the level of performance of each student and grade her/him accordingly so that certificates could be provided. The teacher judges the performance level of students in social studies. It is the final achievement level of students which is certified. These certificates are required and used for different purposes such as getting jobs, admission to various courses, etc. Guidance also can be given to students for further improvement in performance. Thus, one of the important purposes of evaluation in social studies is to certify students' performance.
Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of this unit.

1. What are the two major purposes of evaluation in social studies.

................................................................................................................................
................................................................................................................................
................................................................................................................................
................................................................................................................................

4.4 ASPECTS OF EVALUATION IN SOCIAL STUDIES

You have seen that evaluation is used for important purposes in society. Therefore, it is essential that it should be valid and reliable. For this, the social studies teacher must have a knowledge of the various aspects of evaluation. Such knowledge will enable him to decide what to evaluate, when to evaluate and how to evaluate students' performance in social studies. These are discussed in the succeeding sections.

4.4.1 Evaluation as a Continuous and Comprehensive Process

Evaluation is really an integral part of the teaching-learning process. As a social studies teacher if you evaluate your students in the beginning of the course and know their abilities and teach according to their level, your teaching is likely to be more helpful. During the course of instruction evaluation provides a feedback to the teacher and he can modify his teaching methods accordingly and explain further the concepts not understood by students. The teacher may evaluate students unit-wise periodically and also may conduct at the end of the course a comprehensive test. Thus evaluation is a continuous process.

Another important point which the social studies teacher should keep in mind is that the teaching of social studies aims at the all round development of the child, that is, cognitive, physical, social, emotional, etc. At present in schools social studies teachers evaluate their students mostly through written tests measuring only cognitive development. Even in cognitive development mainly knowledge and to some extent understanding of the social studies content is measured. Their ability to apply, analyse and synthesize is rarely evaluated.

Similarly, certain other objectives related to the social and emotional development of students such as students' appreciation of the rights and feelings of others, courage to raise voice against atrocities by any group or individual, their interest in the activities of national development and social development, etc., are not evaluated. But these are very important objectives of social studies. Therefore, it is essential that the evaluation process must be made comprehensive by including all aspects of development under it.

In order to make evaluation comprehensive, it will be necessary to observe students' interactions in different situations, their activities on several occasions and their participation in various programmes. This would require the use of different tools of evaluation like rating scales, check lists, anecdotal records, etc., besides testing devices.

4.4.2 Formative and Summative Evaluation

You have already noted that evaluation starts as soon as the teacher begins his teaching. Let us say the social studies teacher is teaching the topic, "Market Economy and Trade". He first explains the concept of "division of labour" and immediately asks questions to find out whether students know what is division of labour. If some students have not understood the concept, the teacher may also like to know whether it is due to the complexity of the concept or the lack of relevant examples or on account of language difficulty. The purpose of evaluation here is to help the student and the teacher in successful completion of the task i.e. each student must understand the concept of "division of labour". Thus, the purpose of evaluation is to guide both the student and the teacher for specific learning.
When the purpose of evaluation is to direct both the student and the teacher for specific learning to form or develop concepts, it is called formative evaluation.

It may be noted that formative evaluation is for instructional purposes and not for grading or certifying the students. It is always for covering a small content, may be a concept, a small portion of a unit or a unit.

The social studies teacher also has to judge the level of performance reached by each student in his course. After judging the level of students' performance the teacher can grade and certify them. For this purpose, he has to cover the entire course or a substantial portion of it. Through this process he determines the extent to which the broad outcomes of the course have been achieved by the students. This procedure of evaluation is called summative evaluation.

Summative evaluation can be used for several purposes. Some of these purposes are:

- It can be used for grading and certification of abilities and skills.
- It can be used for prediction of success in a subsequent course.
- It indicates the initiation point in the subsequent course.
- It provides a feedback to students regarding their progress.
- It enables comparisons of outcomes of different groups.
- It provides a feedback to the teacher for improving instruction in social studies in subsequent years.

4.4.3 Evaluation of Cognitive and Non-Cognitive Outcomes

The teaching of social studies aims at the enrichment and development of the lives of pupils to the fullest extent of their abilities and powers within their environment, and the training of pupils to take their places in a democratic society in such a way as to make their country a better place to live in. For achieving these aims through social studies teaching, pupils must acquire definite knowledge, advancement in intellectual life, and concomitant learning such as habits, skills, attitudes appreciations, etc. This indicates that the social studies teacher has to evaluate both cognitive and non-cognitive learning outcomes.

The evaluation of cognitive learning outcomes would include knowledge and understanding of the facts, concepts, laws, principles, etc., related to social studies content and their ability to apply this knowledge in solving real life problems. The cognitive learning outcomes would also include pupils' reasoning power, and their ability to analyse and synthesise. Thus, through cognitive learning outcomes you are evaluating the intellectual abilities of the learners.

But, the teacher of social studies has to evaluate certain non-cognitive learning outcomes too. Such learning outcomes will include tolerance for different religions, languages, regions, political ideologies, etc., and appreciation, desirable attitudes, commitment, conduct, skills, habits, etc. The evaluation of these non-cognitive outcomes would require observation of pupils in specific situations in which appropriate emotions, values and skills are displayed by them.

4.4.4 Tools of Evaluation in Social Studies

Considering the nature of learning outcomes in social studies, it can be said that a teacher has to make use of a variety of evaluation tools. To measure learning in different content areas of social studies, achievement tests are very useful. While providing instruction the teacher will be required to make use of oral tests. Whether what students write as the answer to questions is just memorised, written with understanding or simply copied, can be assessed through oral testing. In most other situations, achievement tests are quite useful. These are mainly objective-type, short-answer and essay type.

In order to diagnose learning difficulties in social studies, the teacher has to use a diagnostic test. These tests are different from achievement tests in terms of purpose and coverage of content. In an achievement test we cover the entire content in the syllabus and try to have a general assessment of students' learning. From such achievement tests the teacher can find out areas of learning where many students have gone wrong. Then the teacher can prepare a detailed test only on these specific topics where students commit mistakes. This detailed test, although covering only a few specific topics, can diagnose the specific points of difficulty.
The teacher can thus plan remedial instruction on the basis of the information he obtains from the diagnostic test.

If students of social studies want to know which subject would be more suitable for them at the higher education stage—history, geography, economics, or political science, then the social studies teacher must be in a position to provide them appropriate guidance. For this purpose he/she has to prepare aptitude tests in each of the subjects, viz., history, geography, economics, political science, etc. The aptitude test aims at measuring the special abilities of an individual in the particular subject and is capable of predicting the future performance of the individual in specific subjects.

Thus we may say that the social studies teacher mainly has to develop and use the following tests measuring cognitive learning outcomes.

i) achievement tests
   a) oral
   b) written
ii) diagnostic test
iii) aptitude test

However, in social studies certain non-cognitive learning outcomes are also very important and have to be evaluated. Some of these are appreciation of the rights and feelings of others, tolerance for different groups, religions, etc., desirable attitudes, commitment, conduct, skills, habits, etc. These learning outcomes can be evaluated through the observation of students’ behaviour. Different tools employed in observation are:

i) Rating scale,
ii) Anecdotal record,
iii) Socio-metric technique, and
iv) Check lists.

The rating scale is useful in situations where the quality of the performance is to be judged. In the rating scale all the activities related to the task are listed on the left hand side and on the right hand side a scale is given. Each activity is observed and rated as per the performance of the individual student. In social studies, a rating scale is useful for evaluation of students’ skills of drawing maps, charts, figures and also for judging their communication skills and conduct.

Most learning outcomes such as tolerance, appreciation, cooperation, commitment, habits, etc., require long-term observation of students’ behaviour in those incidents/anecdotes in which specific behaviour occurs. The teacher has to keep a record of such incidents and of the ways in which students behave. For each student a separate record is required. The teacher may analyse these records for each individual to evaluate whether one is committed or not, one is cooperative or not and so on. The evaluation based on the information obtained through the records of incidents maintained for a long period of time would be more reliable. The tool in which a record of incidents or anecdotes is kept is called the anecdotal record. For the social studies teacher this tool is very important.

For evaluating social relationships of students, the socio-metric technique is quite useful. This is a tool by which each student’s friendship with other members of the class is observed. With the help of this tool, the teacher can evaluate relationships and find out students who do not mix with others at all and remain aloof, and those who mix with almost everyone. He could observe how many groups are formed in the class and on the whole whether members of the class have mutual cooperation or not. This kind of information helps the social studies teacher to form groups for various curricular and co-curricular activities like project work, visits to a geographically or historically important place, etc.

In case there is some task where only the presence or absence of certain behaviours has to be checked, it is better to prepare a list of all such behaviours. Sometimes the social studies teacher needs to check the materials needed for a specific activity. This would require him to prepare a list of such materials. Such lists are called CHECK LISTS. With the help of the checklist the teacher can evaluate whether all behaviours or materials or instruments, etc., needed for specific activities are present or not.
To evaluate the attitudes of students towards any psychological object, a teacher has to use an attitude scale. Likewise, to evaluate students' interests one has to make use of interest inventories.

Thus the major tools of evaluation needed in social studies are i) achievement tests; ii) diagnostic tests; iii) aptitude test; iv) rating scales; v) anecdotal records; vi) the socio-metric technique; vii) checklists; viii) attitude scales; and ix) interest inventories.

4.4.5 Teacher-made Tests and Standardised Tests

The tests which are prepared by the teacher himself/herself keeping in mind the instruction provided are called teacher-made tests. There are mainly three kinds of teacher-made achievement tests, viz., essay type, short answer type and objective type. Objective type tests are usually classified into two categories, supply and selection types. Supply type tests may have direct questions which may require an answer only in one or two words. It may also have fill in the blank items or incomplete statements. The social studies teacher may also give problems requiring answers only in a few words. Selection type items are mainly multiple choice, matching type and items having two alternatives.

In teacher-made tests, the teacher keeps in mind the instruction he has provided in the class and the objectives he had set for the class. Such tests are very useful for instructional purposes. However, the performance of students cannot be compared with the performance of students of any other class or school if measured through teacher-made tests. This is because the instructional purposes kept in mind by different teachers could differ and their testing procedures also could vary. If the performance of students of different schools has to be compared, it is better to use a standardised test. This test will have a standard set of objectives. The items of these tests are tried out and selected through scientific procedures. The test is also tried out, its validity and reliability are examined and norms are established. The procedure of administration is standardised. The procedure of scoring and interpretation of scores is also standardised in these tests. Standardised tests are very useful for large-scale comparisons.

Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of this unit.

2. What do you understand by continuous and comprehensive evaluation?

3. Differentiate between formative and summative evaluation?

4. Name the various tools needed for evaluation in social studies.
4.5 PREPARATION OF A QUESTION PAPER

How valid and reliable will be the evaluation of students’ performance depends on the quality of the question paper. Therefore, a teacher must prepare the question paper in a systematic manner so that it covers the whole content, represents all objectives and provides appropriate weightage to different units. For making the question paper systematic a few steps which should be followed while setting it are discussed below:

4.5.1 Content Analysis

The first activity for setting a question paper is to analyse the content of the social studies textbook. Divide the entire course into units; divide the units into topics which are further divided into different content points covered in the topic. Under each content point, sub-points are listed. The content analysis for the unit, “Geographical Discoveries and Scientific Inventions” is carried out below as an example.

I. Geographical Discoveries and Scientific Inventions

i) Geographical Discoveries

A) Factors leading to geographical discoveries
   a) The fall of Constantinople
   b) Effects of the crusades
   c) Effects of the renaissance
   d) Knowledge acquired from the Arabs
   e) Reformation
   f) Wealth, fame and spread of religion
   g) Adventurous sailors

B) Prominent Discoverers and Momentous Discoveries
   a) Henry the Navigator — Islands of Azore, Canary and Medaira
   b) Bartholomew Diaz — Southern coast of Africa
   c) Christopher Columbus — West Indies, America
   d) Vasco-da-Gama — India via Africa
   e) Amerigo Vespucci — America
   f) Cortes and Pizarro — Peru and Mexico
   g) Ferdinand Magellan — South America, Philippines

C) Results of the Geographical Discoveries
   a) Development of trade and commerce
   b) Colonialism and imperialism
   c) Slave trade
   d) Propagation of religion
   e) Cultural synthesis

ii) Scientific Discoveries and Inventions

A) Scientists and their discoveries
   a) Nicholas Copernicus — The Revolution
   b) Galileo — The Telescope
   c) Sir Isaac Newton — Force of Gravitation, Laws of Motion

B) The Industrial Revolution and its Effects
   a) Meaning of Industrial Revolution
   b) Beginning of the Industrial Revolution
   c) Factors leading to the Industrial Revolution
   d) Changes in various fields of life.

Similar content analysis may be done for all the units.
4.5.2 Writing Instructional Objectives in Behavioural Terms

Through evaluation the social studies teacher determines the achievement of educational objectives by the students. The objectives are the desirable changes which we want to bring about in student's behaviour, that is, in their knowledge, understanding, skills, interests, etc. Therefore, writing instructional objectives becomes an essential activity for evaluation purposes. However, changes in students' knowledge, understanding, skills, etc. cannot be observed directly. This indicates that the objectives for evaluation purposes must be written in terms of students' specific behaviours. This means an objective must indicate the action or activity which the student can do after the instruction. Objectives specifying the actions or activities to be done by the students are said to be written in behavioural terms. Below are given two objectives as stated by a social studies teacher:

i) Students know the factors leading to geographical discoveries.

ii) Students state in writing the factors leading to geographical discoveries.

Which of the above objectives is stated in behavioural terms? You are right if you judge the second to have been stated in behavioural terms. The first objective does not indicate the action of students whereas the second objective clearly indicates that students will state in writing the factors. Some more examples of objectives are given here and these are stated in behavioural terms.

i) Students describe the discovery of Islands of Azores, Canary and Medaira.

ii) Students compare the journeys made by Christopher Columbus and Vasco-da-Gama.

iii) Students explain the results of geographical discoveries.

iv) Students give reasons why the Industrial Revolution took place.

If you examine carefully, you will find that in all the objectives stated above some action verbs like describe, compare, explain and give reasons are used. Such action verbs are of use as they specify the task a student will perform after the instruction. All those objectives which specify the task a student will perform after the instruction are considered to have been written in behavioural terms.

Activities

1. A few action verbs are given below. Complete the list by adding some more.
   a) Narrate
   b) Compare
   c) .......... 
   d) ...........
   e) ................
   f) ................
   g) ................
   h) ................

2. Below are given a few statements of educational objectives. Judge each of them and write 'B' if it is written in behavioural terms and 'N' if it is not written in behavioural terms.
   a) Students understand the effect of the Industrial Revolution. .........................
   b) Students discriminate between geographical and scientific discoveries .........
   c) Students know the prominent discoveries ..............................................
   d) Name four prominent discoverers and their discoveries ........................

3. Write five educational objectives in behavioural terms from social studies.
   ..............................................................................................................
4.5.3 Preparing a Blueprint

As a teacher you know the most important characteristic of an achievement test is content validity. Such a test must represent all content areas. Moreover, representation of all levels of objectives like knowledge, understanding, application, skills, etc., must be there.

In addition to the coverage of all the content units and objectives, appropriate weightage has to be given to different units and different kinds of objectives. While preparing a question paper the teacher should ensure adequate representation of various contents and objectives and give them appropriate weightage with the help of a table in which on the vertical side contents can be specified and on the horizontal side objectives can be specified. Their weightages can be specified in corresponding rows and columns. This table is called a blueprint or a table of specifications. Thus a blueprint is a plan which the teacher uses to set a question paper which specifies the units and objectives covered and the weightage given to them. An illustrative blueprint for the subject of social studies is given below:

<table>
<thead>
<tr>
<th>Units</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Application</th>
<th>Skills</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) The Rise of the Modern Age in Europe</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>—</td>
<td>13</td>
</tr>
<tr>
<td>ii) Geographical Discoveries and Scientific Inventions</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>—</td>
<td>14</td>
</tr>
<tr>
<td>iii) Two Great Revolutions</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>—</td>
<td>12</td>
</tr>
<tr>
<td>iv) India and world Peace</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>—</td>
<td>13</td>
</tr>
<tr>
<td>v) India and Neighbouring Countries</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>vi) Market Economy and Trade</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>vii) International Trade</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>viii) Human Environment</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>ix) Climate</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>x) Natural Resources</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>29</td>
<td>17</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Numbers, like 8, 3, 2, 7, 4, 3, etc., in the different cells are percentages. Thus it clearly indicates to the teacher the weightage to each unit and different kinds of objectives under that unit. From Table 1, it can be observed that unit No. 1 is given 13 per cent weightage, out of which knowledge, understanding, and application objectives have 8%, 3% and 2% respectively.

How can the teacher determine the weightage for different units and objectives? While determining the weightage, he must first decide the weightage for different units keeping in mind the content covered in the unit. This can be judged from the length of the unit by counting the number of pages covered by the unit in the textbook. You can calculate the percentage for this unit from the total number of pages covered by all the units included in the examination. For example, if the total number of pages covered by all the units included in the test are 150 and the first unit covers 12 pages, then the weightage for that unit will be:

\[
\frac{12 \times 100}{150} = 8\% 
\]
For all the other units weightage can be calculated similarly. The second consideration for determining weightage is the complexity of the unit. If the social studies teacher finds a particular unit comparatively more complex, and he has to devote more time for its teaching, then accordingly he may increase the weightage of this unit and decrease the weightage of an easy or less important unit. He can also make some reappropriations when percentages are in decimal points in order to have them in round figures.

It may also be pointed out that weightage does not indicate the number of items in the cell. Numbers in the cells represent the percentage of marks. However, if a question paper of the objective type has to be prepared with each item of one mark, then the number in the cell may indicate the number of items too.

You may also note that the blueprint shown in Table 1 is only an illustrative one. You can keep any objective which you think is relevant for your test and can also have any number of units to be covered in the test.

4.5.4 Developing Test Items for Cognitive and Non-Cognitive Outcomes

Developing items is an important activity in the preparation of a test. The social studies teacher has to develop items for cognitive and non-cognitive learning outcomes. Under cognitive learning outcomes, he is required to prepare items to measure students’ knowledge, understanding, application, analysis and other higher abilities.

**Items for knowledge:** Knowledge items would require students to recall or recognise facts, definitions of concepts, principles, theories, symbols used in maps and charts and several other kinds of information related to social studies. Although knowledge can also be evaluated through essay type questions, supply and selection items are better for evaluating knowledge in social studies in view of more coverage. The simplest form for supply items is the completion type.

**Completion Type**

1. In the year 1453 A.D. the Turks conquered .................................. 
2. The Cape of Good Hope is the name of the ........................................
3. The continent of America was discovered by .................................

While preparing these items the teacher should keep in his/her mind the following points:

i) Blank space should be left as per the size of words.

ii) Do not take a sentence directly from the book even if you do, examine that it remains a complete and meaningful sentence.

iii) Do not keep many blanks in one sentence.

iv) Blank space must be kept for key word(s) only.

Another kind of supply item which is commonly used by most teachers is direct questions. Such questions are used for stating knowledge of definitions, principles, conditions, rules, factors, steps in processes, etc., in a few words or sentences as follows:

i) List the factors which lead to geographical discoveries.

ii) State the meaning of climate in 3-4 lines.

The decisions regarding the scoring of such items are complex and time consuming. In order to bring objectivity to scoring, the teacher may prepare standard answers and a scoring key. While writing such items remember the following points:

i) Write questions in such a way that they require a definite and restricted answer.

ii) Directions should be given to convey the ground rules, the exact limits of the responses, to the students.

iii) It is always better to provide space by drawing lines or dashes for answering.

There is another kind of supply item in which the stimulus for recall is visual. Examples may be seen as follows:
1. For each of the following symbols write the name of the object it represents.

![Symbols]

2. What do the following colours in a map represent?

![Colours]

Selection type items are another category which commonly used for measuring knowledge objectives. There are many different forms to suit special needs. Some of them are discussed below.

**Multiple Choice Items**: In this form a question or an incomplete statement is presented with several alternatives from which the student can select one correct or best answer. Illustrative examples are given below:

i) Who discovered the telescope?
   a) Nicolas Copernicus
   b) Sir Isaac Newton
   c) Galileo
   d) Archimedes
   e) James Watt

ii) There are big mines producing gold in -
   a) Bihar and West Bengal
   b) Madhya Pradesh and Andhra Pradesh
   c) Karnataka and Tamil Nadu
   d) Assam and Orissa
   e) Gujarat and Maharashtra

While writing multiple choice items, remember the following points:

i) The first portion of the item which is a question or an incomplete statement should be always meaningful.

ii) There should be only one correct or best answer.

iii) Distractors should be homogenous as far as possible.

**True-False Items**: Another form in selection items is the true-false format.

Given below are some statements, judge them and encircle 'T' if a particular statement is true and encircle 'F' if it is false.

1. Newton calculated the weight of the sun.  
   T   F

2. The market is a place where goods are sold and bought.  
   T   F
While writing true-false items, remember the following points:

i) Avoid trivial statements, which include many aspects to be judged.

ii) Avoid broad generalizations by using words like usually, mostly etc.

**Matching Items**:
The third type of selection item is called the matching item. An example of this format is given below:

1. Match the names of the discoverers given in column A with the momentous discoveries in column B. Write the S.No. of the correctly matched item from column B in the blank space.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vasco-da-Gama</td>
<td>1. America</td>
</tr>
<tr>
<td>2. Christopher Columbus</td>
<td>2. Telescope</td>
</tr>
<tr>
<td>3. Galileo</td>
<td>3. Sea route to India</td>
</tr>
<tr>
<td>4. Sir Isaac Newton</td>
<td>4. Islands of Azore</td>
</tr>
<tr>
<td></td>
<td>5. Laws of gravitation</td>
</tr>
<tr>
<td></td>
<td>6. Dark continent</td>
</tr>
</tbody>
</table>

While writing matching items remember the following points:

1. The number of statements in column B must be more than in column A.

2. Maintain homogeneity in the statements of a particular column. This will provide a number of alternatives to each statement of column A while matching.

3. Keep space to write the serial number of the matched statement.

**Items for Understanding**:
The objectives measuring understanding in social studies require students to interpret data, maps, globes, graphs, tables, charts, cartoons etc. It may require comparing historical conditions of different periods, geographical conditions of different places and economic conditions of different periods and places. Having found out the relationship between geographical discoveries and social and economic conditions, the social studies students are also required to study the geographical conditions of places and their impact on social and economic development.

**Illustrative Test Items**

1. There is a city called X in a Sub-continent. On the Eastern part of the Continent is the large sea. It is near the Equator.
   i) During summer the city will have winds from:
      a) East to West
      b) West to East
      c) North to South
      d) South to North
   ii) During winter the city will have winds from:
      a) East to West
      b) West to East
      c) North to South
      d) South to North

2. Due to good rainfall and absence of fast winds, the mango crop is bumper and good in quality. This will:
   a) increase the mango price
   b) decrease the mango price
   c) have no effect on mango price
   d) retain the same price of mango.
3. Examine the following statements and encircle ‘T’ if they are true and encircle ‘F’ if they are false.
   
   i) Wars usually affect adversely the economic progress of a country.  
       T  F
   
   ii) The adventurous nature of people usually leads to geographical discoveries.  
       T  F

4. Differentiate between internal and international trade.

   ...................................................................................................................................

   ...................................................................................................................................

5. In Figure 4.1 the quarterly export of onions is given for the years 1992 and 1993.

   ![Graph of quarterly export of onions](image)

   Yearly Quarters

   Figure 4.1 : Quarterly export of onions in the years 1992 and 1993

1. On the basis of the above information and graphs, Ramesh concluded that export in the year 1993 was higher than in 1992.

   The conclusion made by Ramesh is ............
   
   a) true  
   b) probably true  
   c) probably false  
   d) false

2. Ramesh also stated that the maximum export has been in the third quarter of the year.

   The statement made by Ramesh is ............
   
   a) true  
   b) probably true  
   c) probably false  
   d) false

As a social studies teacher, you can easily observe that in item numbers 1, 2, and 3 the ability to see relationships is being evaluated. Item number 4 evaluates the ability to discriminate. In case of item number 5 the abilities to translate and interpret are being evaluated.

**Items for Application** : Items evaluating the application ability of students would require general ideas, rules, principles and procedures to be used in unfamiliar problems and situations. In the case of social studies also students are required to use social studies ideas, generalizations to solve actual social and economic problems and to relate geographic principles and knowledge to problems involving the development of material resources. Events in daily social life also require explanation.
For developing items of application level remember that you have to evaluate the following behaviours:

i) Ability to decide the suitability of the principle or generalization for the new problem;

ii) Ability to specify the limits within which a particular principle or generalization is true or relevant;

iii) Ability to recognise the exception to a particular generalization and reasons for thereof;

iv) Ability to explain new phenomenon in terms of known principles;

v) Ability to predict what will happen in new situations by using principles;

vi) Ability to give reasons for a new situation;

1. Encircle the alternative which completes the statement in the best manner.
   i) The principle of secularism is adopted in the Indian Constitution by providing
      a) freedom of speech
      b) freedom to practise any occupation
      c) freedom to practise any religion
      d) freedom to get education
   ii) In the desert the leaves of plants are very small and often turn into spines because
      a) the land is sandy there
      b) it protects the plant from animals
      c) it increases water evaporation
      d) it decreases water evaporation
   iii) If the government brings a change in the voting system of the country, only elected
      members of the panchayats, nagarpalikas and corporations will vote instead of all
      the adults voting for M.L.As and M.Ps. Then this will affect .............
      a) the basic principle of secularism
      b) the basic principle of democracy
      c) the basic principle of social welfare
      d) none of the above

From the preceding items it can be observed that in item number (i) one has to decide the suitability of the principle for the problem, in item number (ii) one has to give the reason for the occurrence and in item number (iii) one is required to make a prediction. While developing an item, do not include problems which were used during instruction.

**Developing Items for Non-Cognitive Outcomes**

In case of social studies the teacher has to evaluate students' skills of drawing maps with appropriate symbols and colours. The teacher is also expected to evaluate students' interest in and attitudes towards social studies and other aspects discussed under non-cognitive learning outcomes earlier.

Non-cognitive skills can be evaluated by observing the maps, charts and graphs drawn by the students which the teacher can ask them to draw. However, interests, attitudes, commitment, etc., in social studies can be evaluated through questionnaires, interview schedules, check-lists, rating scales etc.

Below are given some items which may be useful in evaluating students' interest and attitudes.

1. I like social studies .................... than other courses.
   a) more
   b) much more
   c) less
   d) much less
2. Once I start reading a lesson of social studies I ..................
   a) don’t like to do anything else.
   b) don’t mind doing anything else.
   c) can’t leave the lesson in between.
   d) can’t concentrate for more than 15 minutes.

Read all the statements given below and tick (✓) the option on a five point scale. For example, tick SA if you strongly agree with the statement.

SA   A   U   D   SD

1. Social studies is worst amongst all the subjects.
2. I will not take any course related to social studies at a higher level.

The teacher may also develop open-ended questions.

1. In my view social studies in secondary school is an important subject because

2. The periods of social studies may be reduced as it

On similar lines the teacher can develop items for other non-cognitive learning outcomes.

4.5.5 Setting a Good Question Paper

After the test items have been developed, the teacher has to set a question paper. The paper should be set in such a way that it ensures validity and reliability. For this remember the following points.

i) The question paper should cover all the content units.
ii) The question paper should have questions measuring various objectives.
iii) In a question paper, the questions should be of different levels of difficulty.
iv) Choices in various content areas may be avoided.
v) The question paper may contain different types of questions.
vi) Questions may be arranged in order of easy to difficult wherever possible.
vii) Total marks as well as marks for each question should be given.
viii) Time, date etc. should be stated clearly.
ix) There should be clear directions for students.

Check Your Progress

Notes:

a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

5. Define content analysis.
6. What do you understand by the blueprint of a paper?

7. Please tick (✓) ‘T’ for true statement and ‘F’ for false statement.
   i) The question paper should not cover all the content units.  (T/F)
   ii) Choices in various content areas may be avoided.  (T/F)
   iii) The question paper may contain different types of questions.  (T/F)
   iv) There should not be clear directions for the students.  (T/F)
   v) Questions may be arranged in the order of difficult to easy.  (T/F)

4.6 ASSESSING STUDENTS’ PERFORMANCE IN SOCIAL STUDIES

In order to assess students' performance in social studies, you have to have quantitative assessment as well as qualitative assessment of learning outcomes. A knowledge of techniques of both types of evaluation and related issues is necessary to successful social studies teacher.

4.6.1 Quantitative Assessment-marking

In social studies most learning outcomes are such that the teacher can examine their correctness. He can easily assess the right and wrong responses. This process of marking is called quantitative assessment. It may also be noted that a decision regarding marking becomes difficult when answers are in the essay form.

While assessing essay type answers the following points may be kept in mind.

   i) Prepare standard answers
   ii) Prepare a scoring key
   iii) Instruct examiners not to cut marks for grammatical mistake, etc., in social studies examination.

4.6.2 Qualitative Assessment-grading

Some learning outcomes in social studies represent a qualitative improvement in students' learning. For example, tolerance for different religions, regions and languages, appreciation, commitment, skill in drawing map, etc., are assessed qualitatively. It is difficult to quantify such learning outcomes and assign marks. The teacher can observe these behaviours and grade the students comparatively for a particular objective under consideration.

In addition to the above learning outcomes, the cognitive learning outcomes which are expressed by students in the form of a written essay may also be assessed in terms of their quality. For essay type questions grading is considered to be more reliable than marking.

Grading: An important point in grading students' performance is to decide the number of points on the scale on which the performance can be graded. For this purpose an eleven point scale ranging from 0 to 10 is quite appropriate. It provides enough scope for discriminating the students according to their abilities and also permits easy conversion to percentages.

4.6.3 Qualitative Interpretation of Students’ Performance

Grades and marks awarded to students get meaning only when they are given qualitative interpretation. It is through this interpretation that the level of an individual’s performance is indicated.
In case an eleven point scale is used for grading students performance, then the following grades, grade points, qualitative interpretation and equivalent percentage are suggested for social studies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Qualitative Interpretation</th>
<th>Equivalent percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>10</td>
<td>Outstanding First Class Distinction</td>
<td>96 — 100</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>Excellent First Class Distinction</td>
<td>86 — 95</td>
</tr>
<tr>
<td>A−</td>
<td>8</td>
<td>Very good First Class Distinction</td>
<td>76 — 85</td>
</tr>
<tr>
<td>B+</td>
<td>7</td>
<td>Good First Class</td>
<td>66 — 75</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>Above average</td>
<td>56 — 65</td>
</tr>
<tr>
<td>B−</td>
<td>5</td>
<td>Average</td>
<td>46 — 55</td>
</tr>
<tr>
<td>C+</td>
<td>4</td>
<td>Satisfactory</td>
<td>36 — 45</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>Not Satisfactory</td>
<td>26 — 35</td>
</tr>
<tr>
<td>C−</td>
<td>2</td>
<td>Poor</td>
<td>16 — 25</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Very Poor</td>
<td>6 — 15</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>Extremely poor</td>
<td>0 — 5</td>
</tr>
</tbody>
</table>

It may also be stated here that the 11 point scale is precise enough to discriminate students on the basis of their performance and also will avoid errors in measurement to a large extent in comparison to a 101-point scale.

**Check Your Progress**

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of this unit.

8. What is the difference between quantitative and qualitative assessment.

............................................................................................................................
.......................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

**4.7 LET US SUM UP**

In this unit, we discussed evaluation in social studies which is not only for certification but also for improving the instructional process itself. Evaluation is a continuous process which is carried out at the formative stage while developing the concepts and also at the final stage which is called summative evaluation. Teachers evaluate both cognitive and non-cognitive learning outcomes in social studies with the help of various evaluation tools. For preparing a good question paper, the teacher has to identify and analyse the content from different units and specify the learning outcomes to be measured in behavioural terms. Then he has to prepare a blueprint. The blueprint is a design which indicates the objectives and the content matter to be covered and the weightage to be given to each of them. Then different types of evaluation items were discussed along with the precautions one should take in preparing them. Quantitative assessment and qualitative assessment also are discussed along with the qualitative interpretation of students' performance.
4.8 UNIT-END ACTIVITIES

1. Write the instructional objectives for the first unit of the standard IX textbook of social studies.

2. State five non-cognitive learning outcomes of social studies.

3. Write five items each of the following type from the secondary school social studies content:
   i) Matching type
   ii) Fill in the blank type
   iii) Multiple choice

4. Prepare a blueprint for the half-yearly examination taking 50% of the topics from the standard IX social studies textbook.

4.9 POINTS FOR DISCUSSION

1. What are different non-cognitive learning outcomes? Discuss the procedures to evaluate them.

2. Differentiate between understanding and application objectives. What care should be taken while writing application items?

4.10 ANSWERS TO CHECK YOUR PROGRESS

1. The two major purposes of evaluation in social studies are:
   i) to improve classroom instruction.
   ii) to certify students' performance.

2. Continuous evaluation refers to evaluation of students' performance unit-wise, periodically and at the end of a course through a comprehensive test. Comprehensive evaluation refers to evaluation of students' performance in different situations on various occasions and in various programmes.

3. Formative evaluation is basically meant for directing both students and the teacher for specific learning to form or develop concepts. Summative evaluation is meant for certifying the level of students' performance, when the teacher covers the entire course or a substantial portion of it. And, the teacher determines the extent to which the broad outcomes of the course have been achieved by the students.

4. The major tools of evaluation needed in social studies are: achievement test, diagnostic test, aptitude test, rating scale, anecdotal records, socio-metric technique, checklist, attitude scale and interest inventories.

5. Content analysis is an activity in which the entire course is divided into units. Units are divided into topics which are further divided into different content points and then under each content point, sub-points are listed.

6. While preparing a question paper, the teacher develops a table of specifications in which he/she keeps content on the vertical side and objectives on the horizontal side and attach to them appropriate weightage. Their weightages can be specified in corresponding rows and columns.

7. i) F, ii) T, iii) T, iv) F, v) F.

8. In quantitative assessment, the teacher assesses the right and wrong responses, and allots marks to students' responses. In qualitative assessment, the learning outcomes which are difficult to quantify may be assessed in terms of their quality. For essay type questions, grading is considered to be more reliable than marking.
4.11 SUGGESTED READINGS


