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# UNIT 10 CONTINUOUS AND COMPREHENSIVE EVALUATION

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## 10.1 INTRODUCTION

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A teacher needs to know where his learners stand in terms of their learning. But he cannot always wait till a formal examination is conducted. Learning, particularly at the primary stage, has to be evaluated on a developmental pattern, hence it has to be evaluated in a continuous form. Further, any scheme of evaluation has to cover all the learning experiences of a child. Hence evaluation has to be comprehensive apart from being continuous. In short, as the process of learning is continuous and comprehensive, any scheme of evaluation has to be continuous and comprehensive.

Learning a language basically means acquiring the four major skills: listening, speaking, reading and writing. Of these four skills, listening and reading are receptive in the sense that the language learner receives information, knowledge etc., from the spoken or written form of the language. In other words, s/he understands and comprehends what s/he has heard or read. Speaking and writing are skills that involve production on the part of the language learner. Here the language user is using these two skills to communicate. Thus the skills of listening and reading are comprehension skills, and the skills of speaking and writing are expression skills.

It is apparent that any evaluation in the area of language learning should take into account the evaluation of the learners' competencies in all the four skills. Different types of test items are to be developed for evaluating learners' comprehension and expression.

In view of the above, an attempt has been made in this unit to explain the concept of continuous and comprehensive evaluation, as well as the ways and means by which the different language skills can be evaluated.

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## 10.2 OBJECTIVES

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After going through this unit, you will be able to :

- discuss the importance of evaluation;
- appreciate the need for continuous and comprehensive evaluation;
- explain the importance of evaluating the various language skills;

- list the techniques that are to be used in evaluation; and
- prepare or frame items to evaluate learners' listening and reading comprehension, and oral and written expression.

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### 10.3 CONTINUOUS AND COMPREHENSIVE EVALUATION: THE CONCEPT

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Education is a continuous process. Therefore, evaluation and development must go hand in hand. Evaluation has to be carried out in every possible situation or activity and throughout the period of formal education of a pupil. Hence, evaluation has to be continuous.

By comprehensive evaluation, we mean that evaluation should not concern itself only with knowledge but it shall also take into account the factors that are inherent in students' growth such as skills, understanding, appreciation, interest, attitude and habits. In other words, evaluation should cover all the learning experiences of the learner in curricular as well as non-cognitive areas.

Let us now discuss what to evaluate in learners while we talk about continuous and comprehensive evaluation. Being a teacher, during the course of lesson planning you might have formulated the objectives in behavioural terms. These objectives are called teaching and learning objectives or instructional objectives. These objectives are the criteria against which you as a teacher are making a value judgement (evaluation). On the basis of the objectives teachers evaluate learners' progress and performance.

Evaluation should be carried out in relation to learners' cognitive, affective and psychomotor growth. Cognitive growth refers to the intellectual development of learners (such as learners' knowledge, comprehension, application, analysis, synthesis and evaluation). Affective growth emphasizes learners' attitude, interest and personal development. Psychomotor growth deals with learners' ability to perform some activity or do some practical work. Therefore, if you want the teaching-learning process to be really effective, you should evaluate the learners continuously and comprehensively. The main purpose of evaluation is to :

- i) make a judgement continuously about the progress of the learners; and
- ii) measure achievement of the pupils at the end of instruction.

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### 10.4 GENERATING EVALUATION ITEMS

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Generating or developing evaluation items to assess learners' knowledge, skills or competencies is a major step in any evaluation programme.

Before we discuss evaluation items in detail, let us think about the techniques that are to be used for learners' evaluation. To evaluate your learners in the context of language learning, techniques such as oral test, written test and observation can be useful.

As discussed earlier, the main aim of the language teaching-learning process at the primary stage is the development of the four basic skills of listening, speaking, reading and writing. In other words, it is the development of learners' ability in the fields of comprehension and expression. But as you know these basic skills are interlinked. The development of all these four skills go side by side. Hence, attainment in the areas of these basic skills is to be evaluated in an integrated way, though for convenience and for the purpose of diagnosing the learners' strengths and/or weaknesses in any particular skills we frame test items separately for each of these four skills. Thus items are to be framed or developed, keeping the competencies (specified by Minimum Levels of Learning in language) in mind. For framing good items, you should choose

relevant content, formulate instructional objectives, specify learning outcomes and develop various types of questions. Besides, you should ensure whether the developed question or item is or is not measuring what you intend to measure. Of course, generating items and developing good question papers is not an easy task. But through sincerity and seriousness of purpose you can gradually learn to develop good test items.

### Check Your Progress

**Note :** Compare your answer with the one given at the end of this unit

1. Given below are some true and false statements. Write "T" for true statement and "F" for false statement. Write your answer in the space given against each statement.
  - i) Evaluation is an important aspect of the teaching-learning process. ( )
  - ii) Evaluation does not help teachers. ( )
  - iii) Evaluation should be continuous. ( )
  - iv) Evaluation should not be comprehensive. ( )
  - v) Cognitive growth refers to the intellectual development of learners. ( )
  - vi) Affective growth emphasizes learners' attitude and interest. ( )
  - vii) Techniques such as oral test, written test and observation can be used for evaluation. ( )
  - viii) Language teaching mainly develops comprehension and expression. ( )
  - ix) For framing good items, relevant content should be chosen. ( )

## 10.5 TESTING COMPREHENSION

There are two types of exercises for testing comprehension - oral and written. Whenever we use oral exercises, we test learners' listening comprehension and their control over the spoken language. When we ask a student to read a paragraph and answer questions based on it orally, we are testing his reading comprehension. When we ask him to answer the questions in writing, we are also testing his ability to express his/her ideas in writing.

### 10.5.1 Listening Comprehension Tests

Teachers, particularly at elementary level, play an important role in developing learners' listening capacity. If you want to test listening comprehension, you can do so (i) through personal questions or questions based on some material; (ii) requests or commands which they carry out.

Given below are some examples of items for testing listening comprehension.

- i) **Giving Directions:** At the elementary level, you can start with oral directions, such as
  - a) Sit down
  - b) Open your book
  - c) Stand in a row
  - d) Stand up
  - e) Shut the door
  - f) Open the window

- g) Show me your thumb
  - h) Raise your right hand
  - i) Show me your teeth, tongue, etc.
  - j) Throw away the stone
- ii) **Giving words to spell and pronounce:** Learners can be asked to repeat words which differ slightly in sound, so that they can tell the difference. The following pairs of words, can be used for this purpose.
- a) Lake — Leak
  - b) See — She
  - c) Sit — Seat
  - d) Pen — Pain
  - e) Well — Bell
- iii) **Dictation:** This test is used for sound recognition. The teacher reads out the words, sentences or passage and then the learners write down those words or sentences. This kind of test evaluates learners' ability of sound discrimination, listening comprehension and ability to spell.
- iv) **Telling stories:** You may tell stories to the learners and ask questions based on those stories. You can illustrate or show pictures, posters along with the stories.
- v) **Picture test:** Pictures, maps, diagrams, etc., can be used for testing listening comprehension, such as :
- A picture is given below and some statements are made about it. Some of these are true and some false. The student tells which are True and which are False.

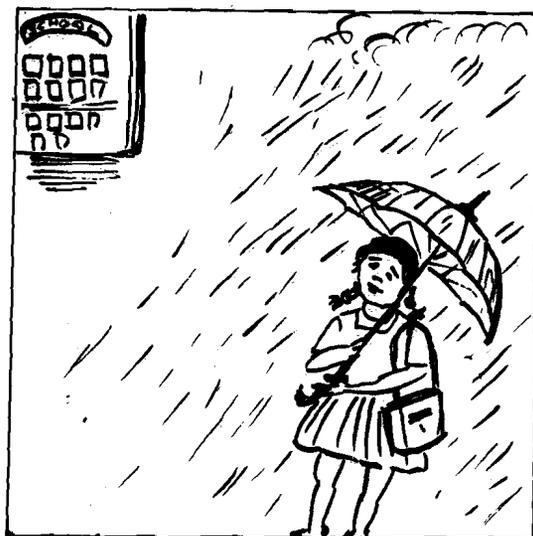


Fig. 10.1: A girl is going with an umbrella and it is raining

- a) The sun is shining
- b) It is raining
- c) The girls are going
- d) The girl is going in the rain with an umbrella.

- A set of four pictures is given and a statement is made. The student has to indicate the picture corresponding to the statement, i.e.,

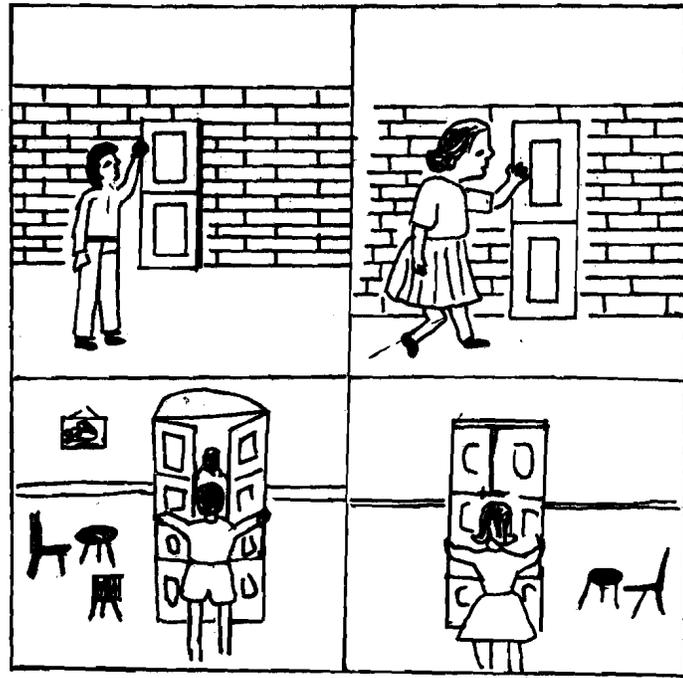


Fig. 10.2

A girl is knocking at the door.

- A road map is given to the student. S/he is asked to locate some places on it, i.e.,

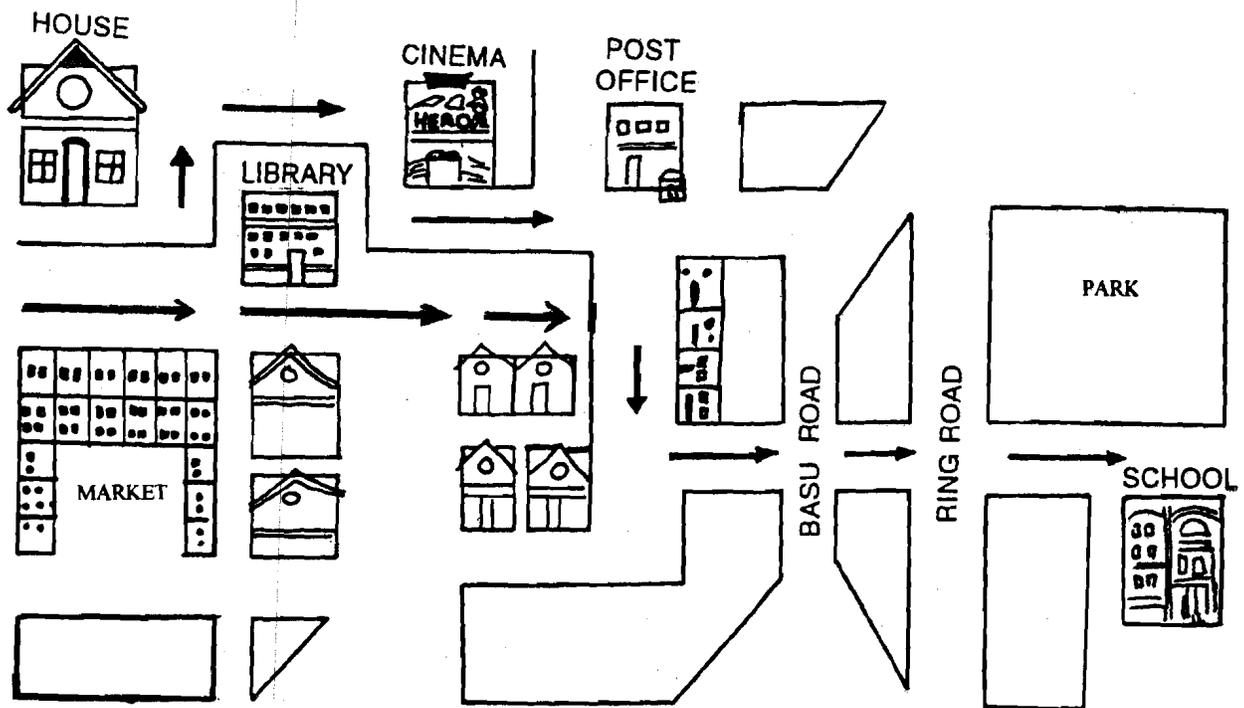


Fig. 10.3: Road map

School

Houses

Post Office

Park

Market

Question: a) How do you go to school from the market?

b) How will you reach the post office from the market?

### 10.5.2 Reading Comprehension Tests

Reading comprehension tests are meant for those learners who have already acquired a functional control over the language. Some examples are given below for testing learners' reading comprehension.

#### i) Picture Test

In the early years of elementary grade, simple pictures can be used for testing the comprehension of words, phrases or sentences.

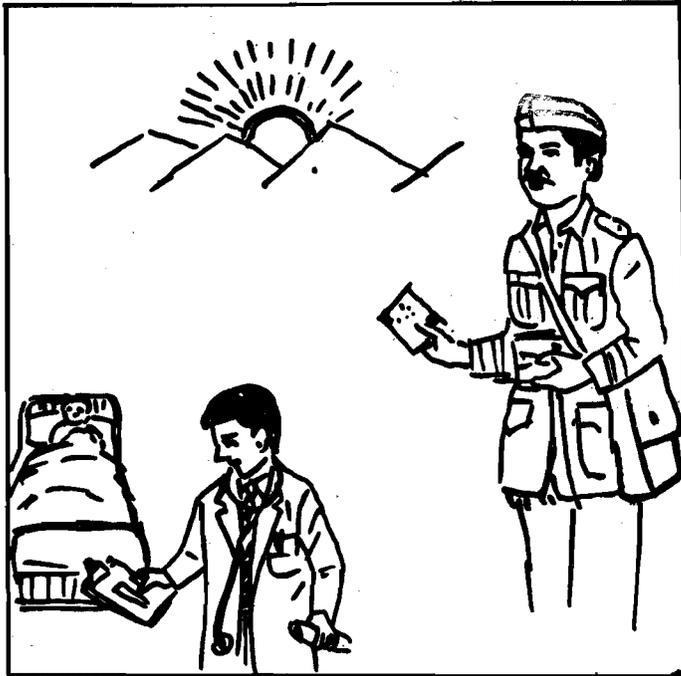


Fig. 10.4: An illustration showing a Doctor, Postman & Rising Sun

Children may be asked to name the pictures correctly. You can also show some pictures to a student with three or four sentences written against it. The student has to read them and identify one or two of them which apply to the picture.



Fig. 10.5

- i) They are playing
- ii) She is playing
- iii) He is playing
- iv) They are playing football.

**ii) Comprehension Passage**

Reading material such as poems, stories, dialogues, narratives, etc., may be selected according to the level of learners' reading ability. A variety of items may be framed for testing reading comprehension. These items may be :

**A) True and False Statements**

On the basis of the story, i.e., "A test" (from Buddhist Folklore by Visalakshi Johri) given in the Unit-3 (Development of Listening and Speaking Skills), you can formulate such questions:

- a) The jewel had a hole in it. (True)
- b) A thread had got stuck in the hole. (True)
- c) A goldsmith took out the thread from the hole. (False)
- d) Nobody could take out the thread except the wisema. (True)
- e) The king made the wiseman his chief advisor. (True)

**B) Multiple Choice Items**

A number of multiple choice items can be framed on the basis of a passage or a story. For example, on the basis of the story "A test", some multiple choice items can be as follows:

Which of the following answers is correct?

Nobody could take out the thread from the jewel because .....

- a) the hole was very small
- b) the hole was closed
- c) the thread was not visible.

**C) Items for Testing Vocabulary**

Learners' vocabulary can be tested through various items. These items can be framed on the basis of a story or a poem. As an example, a story is given below and some questions are asked on it.

**Activity - 1 : Read the following story**

Mohanlal lives in a village named Kashipur. He earns his livelihood from his five acres of land. Besides this, he gets coconuts, jackfruits, pineapple and cashewnuts from his grove. He has one daughter who is a student of class IX and studies in Govt. Girls High School.

Mohanlal and his wife Kamla do not know how to read and write. Both of them are illiterate. Mohanlal could not get education in his childhood because he had eight brothers and sisters. Mohanlal's father was unable to provide education to all children.

Once Mohanlal wanted ten thousand rupees to develop a pond for fish. He was worried as he did not have the necessary amount. His daughter asked, "Why are you worried, Father?" Mohanlal loved his daughter very much. He said, "I need ten thousand rupees

for a pond. How can I get such a big amount?" His daughter said: "Ten thousand rupees?" - "Food is ready and is being served. Please come", Kamla said loudly. Mohanlal and his daughter Sheela went for food.

Next day Sheela went to the nearest Gramya Bank and met the Manager. She told him her purpose of coming to the bank. The Manager said, "Your father can get a loan from a bank and it is very easy to return the amount because the interest is very low".



Fig. 10.6 : Sheela and the Bank Manager are in Conversation

Sheela returned home and told her parents about the loan scheme. Mohanlal and Kamla stared at their daughter. They realised that since they did not know how to read and write, they did not feel confident about talking to educated people. They decided that they should learn to read and write."

"Dear daughter, can you teach us how to read and how to write?" Mohanlal asked. Sheela laughed and said, "Yes, tomorrow evening we will start."

i) Fill in the blanks with appropriate words

- a) Mohanlal and his wife were.....
- b) Illiteracy is inability to .....and.....
- c) Mohanlal gets fruits and cashewnuts from his.....

ii) Match table 'A' with table 'B'

- | A              | B   |
|----------------|---|
| a) Village     | i) Daughter   |
| b) Illiterate  | ii) Group of trees                                  |
| c) Illiteracy  | iii) Kamla  |
| d) Grove       | iv) Kashipur  |
| e) Sheela      | v) Loan Scheme                                      |
| f) Wife        | vi) Inability to read and write                     |
| g) Gramya Bank | vii) Person who does not know how to read and write |

### D) Questions which require short answers

Direct questions or test items that require short answers are set on a reading comprehension passage. In such items learners write answers in their own language by comprehending the given passage. It also demands learners' ability to express themselves in writing.

On the basis of the story "Illiteracy" the following questions, which require short answers, may be asked.

- Q.1) Where does Mohanlal live?
- Q.2) How many acres of land does Mohanlal have?
- Q.3) What are the fruits he gets from his grove?
- Q.4) What do you mean by illiteracy?
- Q.5) Who were illiterate in Mohanlal's family?

### E) Items for inferential questions

On the basis of the story (i.e., Illiteracy) some inferential questions can also be framed. Answers to such questions are not given in the passage. Students have to infer the answers from the text using their own judgement. Suppose the question "why is the title of the story Illiteracy?" is asked. You cannot get the answer to this question directly from the story. But you will have to infer it from the information given in the story. After inferring information or ideas, you may give the answer that since Mohanlal and Kamla were illiterate and unable to talk to educated people, they were deprived of many things. Their daughter taught them a lesson on the importance of education.

Thus the title "Illiteracy" is based on the central idea of the story. It means the inability to read and write.

#### Check Your Progress

Note : Compare your answer with the one given at the end of this unit.

2. Encircle "T" for true statement and encircle "F" for false statement.

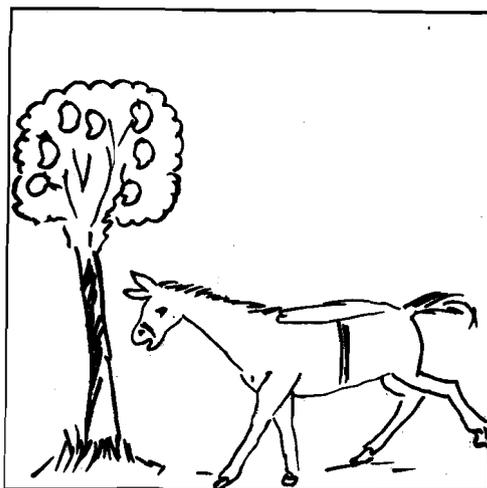
- i) For testing learners' comprehension you can use techniques such as oral test and written test. (T/F)
- ii) Listening comprehension cannot be tested by giving directions. (T/F)
- iii) Dictation cannot be used to test listening comprehension. (T/F)
- iv) Listening comprehension can be tested by telling a story. (T/F)
- v) Picture test can be used for assessing learners' reading comprehension. (T/F)
- vi) Passages can be used to assess learners' reading comprehension. (T/F)

## 10.6 TESTING EXPRESSION

The expression of learners can be tested through an oral or written test. The oral expression of learners can be tested by encouraging them to practise speaking more and more. Several test items could be formulated to test learners' ability to express thoughts or ideas orally. Some examples are given below:

**i) Describing things**

Show the following pictures to your learners and ask them to say a complete sentence about it. For example, two pictures are given below.



**Fig. 10.7**

Learners can also be encouraged to narrate a story based on a set of pictures. They may even be shown an object and asked to say a few sentences about it.

**ii) Reading aloud**

Reading aloud is a very useful exercise. Children may be asked to read a small paragraph one by one. This can provide you an opportunity to test their pronunciation, enunciation and intonation.

**iii) Story telling**

You may ask learners to read a story or to listen to a story told by the teacher. They can also be asked to reproduce the story in their own words. You can also ask the learners some questions based on the story. This exercise can be used to test both oral or written expression.

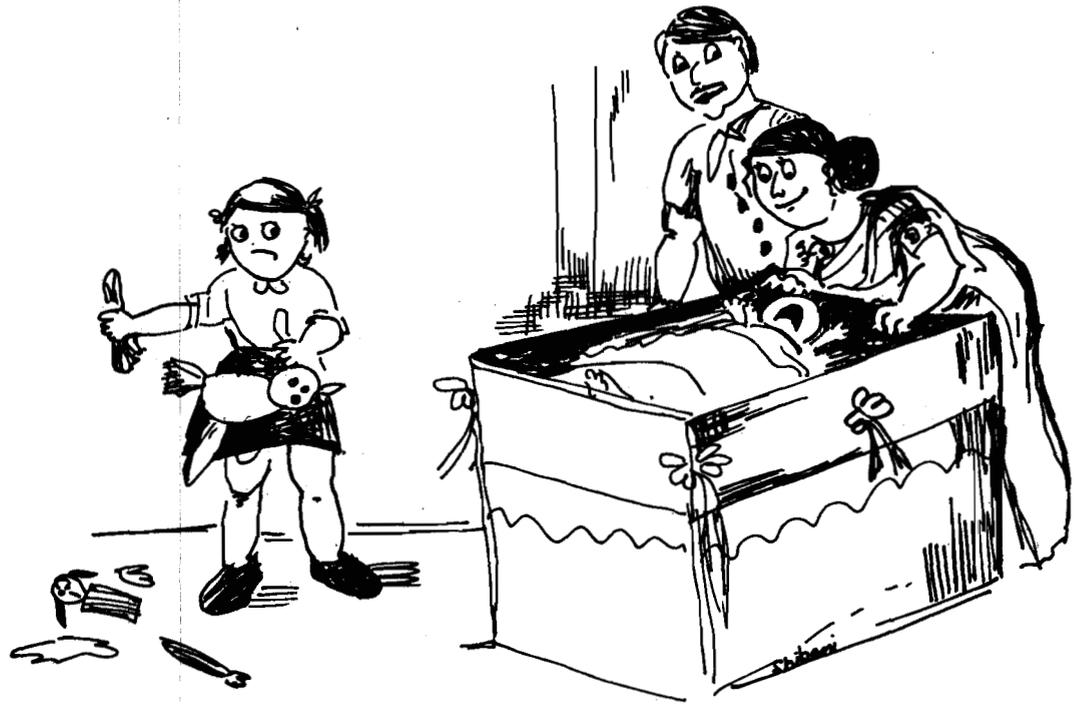


Fig. 10.8

#### iv) Spelling test

Learners' spelling can be tested through dictation or by asking learners to add an alphabet, to make a word (such as b ..... d, answer may be "a" or "e")

#### 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.

3. Write down the techniques through which you can test learners' oral and written expression.

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

4. Write down at least two techniques that you use to test your learners' expression.

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

### 10.7 LET US SUM UP

In this unit, we have discussed the importance of evaluation in general and continuous and comprehensive evaluation in particular. How you can develop or frame items for testing various skills is also discussed in this unit. To test learners' comprehension, two techniques such as listening comprehension test and reading comprehension test

have been given importance. Another important factor is learners' expression (both oral and written) which is to be tested through various techniques as discussed in this unit. Importance is given to generating a variety of items for comprehension and expression tests.

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## 10.8 UNIT-END EXERCISES

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1. Describe the importance of evaluation at the elementary grade.
2. What do you mean by continuous and comprehensive evaluation?
3. Frame ten items to test your learners' listening comprehension.
4. Develop ten items for a reading comprehension test.
5. How can you test your learners' expression? Give examples.

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## ANSWERS TO CHECK YOUR PROGRESS

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1. i) True  
ii) False  
iii) True  
iv) False  
v) True  
vi) True  
vii) True  
viii) True  
ix) True
2. i) True  
ii) True  
iii) True  
iv) True  
v) True  
vi) True
3. a) Describing things  
b) Reading aloud  
c) Story telling  
d) Spelling test
4. Oral Test and Written Test.