



10. Assessment and evaluation in education

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Abstract

Understanding the distinction between evaluation and assessment is essential to maximizing the potential for ongoing teaching and learning development. The terms assessment and evaluation are commonly used interchangeably. Evaluating a performance or work product's quality against a standard is its main goal. Fundamentally, assessment is based on a mentor's willingness to put in the time and effort to give insightful comments that will improve a mentee's performance going forward. Although gathering information on a performance or work output is a part of both processes, the methods used to use this information vary greatly and need rather distinct mentalities. This essay first examines the definition of assessment and its many facets. After that, the focus will shift to evaluation and its elements. Additionally, testing as a technique for assessment and evaluation will be examined, and finally, some distinctions between the two will be discussed.

Keywords: - Assessment, Evaluation

1. Introduction

Understanding the distinction between assessment and evaluation is necessary to fully realize the potential for ongoing improvement in teaching and learning. Evaluation and assessment are sometimes mixed and confused. The objective of an evaluation is to compare a performance or work product's quality to a benchmark. The core idea behind assessment is that a mentor is willing to put in the time and effort to give insightful criticism that will improve the mentee's performance going forward because they value their assistance. Although gathering information about a performance or work output is a part of both processes, the methods used to use this information vary greatly and need rather distinct mentalities. First, this paper examines the definition of assessment and its many facets. After that, focus will shift to evaluation and its constituent parts. Additionally, testing as a technique for both assessment and evaluation will be examined, and finally, some distinctions between the two will be discussed.

2. Assessment and Evaluation Epistemology

There are several distinctions between assessment and evaluation, beginning with their respective goals and points of emphasis. Prior to launching into Before delving into the specifics of these distinctions between assessment and evaluation, let's examine the terms themselves. The definition of assessment, as given by the Webster Dictionary (2017), is appraisal. The same dictionary then defines assessment as estimating or figuring out something's value. Thus, these procedures are



frequently employed in the field of education to evaluate the effectiveness of the teaching and learning processes.

This is done to enable educational institutions to determine what more can be done to enhance the instruction they provide.

3. What is Assessment

As previously mentioned, Brown (1990) defined assessment as a connected set of measurements used to ascertain a complicated attribute of a person or group of people. This entails obtaining and analyzing data regarding student proficiency of achieving learning objectives.

Additionally, assessments are utilized to pinpoint each student's areas of strength and weakness so that teachers can offer social services, educational programming, or specific academic help. Additionally, a diverse range of organizations and individuals, such as educators, district administrators, universities, commercial businesses, state education departments, and organizations that combine these people and organizations.

Since educators themselves create, deliver, and evaluate assessments in the classroom, the questions, they are more likely to incorporate the assessment's findings into their own instruction. As a result, it gives pupils an indicator of their progress and feedback on how well they were taught. According to Brown (1990), there are two basic purposes for classroom assessments: first, to demonstrate whether or not learning has occurred, and second, to make clear what the teachers anticipate from the students.

The process of assessment consists of four fundamental parts:

- 1.) Assessing progress over time.
- 2) Encouraging pupils to pursue their studies.
- 3) Assessing the instructional strategies.
- 4) Sorting the pupils' skills according to the appraisal of the entire group.

3.1. Why Assessment is Important

Assessment is crucial first and foremost because it motivates pupils to study (Brown 1990). Whether we like it or not, the majority of students concentrate their efforts on finding the most effective or efficient method to pass their "tests." With this information, we may modify the types of learning that occur by using our evaluation techniques.

Assessment techniques that primarily concentrate on knowledge retention, for instance, are likely to encourage cursory learning. On the other hand, we are likely to observe a higher degree of student performance or achievement if we use evaluation techniques that call for critical thinking or innovative problem solving. Additionally, children who receive quality assessment might develop into more capable self-directed learners. (Darling Hammond 2006). As previously mentioned, assessment serves a variety of functions, including guiding and inspiring learners. Effective evaluation techniques are also essential to continuous quality improvement and play a



significant part in educational decision-making. procedures for curriculum, course, and/or lesson development.

3.2. Types and Approaches to Assessment

Numerous terms are used to describe different types to learner assessment. Although somewhat arbitrary, it is useful to these various terms as representing dichotomous poles (McAlpine, 2002).

Formative	←—————→	Summative
Informal	←—————→	Formal
Continuous	←—————→	Final
Process	←—————→	Product
Divergent	←—————→	Convergent

3.3. Formative vs. Summative Assessment

The purpose of formative assessment is to support the learning process by giving the student feedback that may be utilized to pinpoint areas of strength and weakness and, ultimately, enhance performance in the future. Formative evaluation works best in situations where Those engaged in the learning process (students, instructors, and curriculum developers) are expected to use the outcomes internally. The main purposes of summative assessments are to decide on grades and to gauge students' preparedness for advancement. Summative evaluations are usually given at the conclusion of a lesson and are intended to gauge a student's overall performance. Summative assessments are used to convey students' competencies to external stakeholders, such as administrators and employers, in addition to serving as the foundation for grade assignments (Darling-Hammond, 2006).

3.4 Informal vs. Formal Assessment

With informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback provided while performing a bedside procedure. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to the student. However, informal feedback is prone to high subjectivity or bias. Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are associated with increased stress. Given their role in decision-making, formal assessments should be held to higher standards of reliability and validity than informal assessments (McAlpine 2002).

3.5. Continuous vs. Final Assessment

Throughout a learning process, continuous assessment takes place (maybe a more accurate description would be intermittent). When it is necessary for students and/or teachers to be aware of progress or accomplishment, continuous assessment is most suitable. ascertain the next step or order of action (McAlpine 2002).



Teachers and students can both benefit from continuous assessment by getting the data they need to enhance instruction and learning. It goes without saying that ongoing evaluation requires more work from both teachers and students. Only at the conclusion of a learning activity is there a final (or terminal) assessment. It works best when learning can only be evaluated as a whole rather than as its component pieces.

3.6 Process vs. Product Assessment

Process evaluation focuses on the stages or procedures that underlie a specific ability or task, such as the steps required to analyze a blood sample or the cognitive steps needed in carrying out a mathematical operation. Process evaluation is particularly helpful when a student is learning a new skill and for giving formative comments to help improve performance because it offers more thorough information (McAlpine 2002). Evaluation of a process's result or outcome is the main goal of product evaluation.

We would concentrate on the correctness of the blood test findings or the solution to the mathematical calculation using the aforementioned examples. Product evaluation works best for summative reasons, which involve recording mastery or ability in a particular skill. Generally speaking, product evaluations are simpler to generate than product.

3.7. Divergent vs. Convergent Assessment

Divergent assessments are those for which a variety of responses could be deemed accurate. Essay tests are one example. Higher cognitive skills are best assessed using divergent assessments, which are typically more relevant and authentic.

However, evaluating these kinds of assessments frequently takes a lot of time, and the conclusions drawn from them frequently show low reliability. There is only one right answer (per item) in a convergent evaluation. The best illustration of the usefulness of this method for evaluating knowledge is provided by objective test items. Convergent assessments are obviously simpler to score or evaluate than divergent ones.

Unfortunately, even when this approach goes against sound evaluation practices, its "ease of use" frequently results in its widespread implementation. In particular, the comfort and familiarity with which convergent evaluation instruments can be used results in two prevalent assessment fallacies: The Law of the Instrument Fallacy (molding) and the Fallacy of False Quantification (the propensity to concentrate on what is simplest to measure). the assessment issue to suit the instrument) (McAlpine 2002).

3.8. Approaches to Assessment

Two major trends that are pertinent to language as a subject come to light in evaluation methodologies. One emphasizes learning assessment, giving top focus to trustworthy, impartial metrics. Here, the emphasis is on creating summative evaluations, which in reality probably entail



more structured tests and exams with marking schemes to guarantee the validity of the procedure (McAlpine 2002). An alternate strategy is to shift the focus from evaluation of learning to assessment for learning, which suggests a more formative strategy with a greater focus on performance improvement through feedback. The method used here may involve course work and portfolio assessments, which allow for the collection of a variety of data that accurately captures the subject's vast scope (McAlpine 2002).

4. Between Assessment and Evaluation

Following the collection of student data, it becomes necessary to allocate students using numbers or other symbols to a particular feature of the objects of interest in accordance with predetermined guidelines in order to represent quantities of attributes.

This is known as measuring and is linked to four personality traits or attitudes, as well as pupils' academic performance. Therefore, measurement is the process of identifying a quantitative or qualitative characteristic of a person or group of people that has academic significance. Whether it be a written exam, observation, oral question, or evaluation used to gauge the responders' knowledge or other skills, a test will be the means by which an attribute is observed. If the car is being tested, then the test the t score, which can be both quantitative and qualitative in nature, is a representation of what was observed during the test.

In addition to validity and reliability, a good test should be impartial, objectively based, thorough, discriminating, practical, comparable, and useful (Shohamy 1993). When a test is free from subjective biases in both evaluating the replies and interpreting its scope, it can be considered objective. More objective exam items can be used to expand it, and the responses are graded using the specified model answers. The concept of objective-baseness states that a test needs to be founded on pre-established goals. Additionally, a test-setter should be clear about the purpose of each item. (Shohamy1993).

An exam is considered comprehensive if it covers the entire syllabus, gives appropriate weight to all pertinent learning resources, and addresses all of the intended objectives. The extent to which a test measures what it is supposed to measure is known as its validity. The degree of consistency with which a test assesses what it is supposed to measure is referred to as its reliability. A test does not necessarily have to be valid to be dependable. This is due to the fact that, although it may produce consistent results, these results do not necessarily reflect the precise measurements that we wish to make (Shohamy 2001). The exam's ability to distinguish between the higher and lower groups of test takers is known as its discriminating power. There should be a range of question levels in the test. The test's practicality is dependent on its economy, scoring, administrative convenience, and interpretability. When test results can be interpreted in terms of a common base that has a natural or accepted interpretation, the test is said to be comparably valid. Finally, a test is considered useful if it offers the test condition that would make the goal for which it is intended easier to achieve. Every measurement tool should have specific features, according to educators.



Validity and reliability are arguably the two most prevalent technical principles in measuring (Weir 2005). Any type of evaluation, whether conventional or "authentic," needs to be created in a way that provides the assessor with precise data regarding the individual's performance (Weir 2005). At one extreme, if we wanted to evaluate someone's writing abilities, we wouldn't ask them to paint a picture. In order for the score to be constant in both situations, a test with high validity must also be dependable. Although a reliable test might not be a valid one, a valid test is also a reliable test (Shohamy 2001).

5. What is Evaluation

Evaluation is the process of figuring out something's worth. More precisely, evaluation in the context of education refers to the measurement or observation of the process in order to assess its worth by contrasting it with others or with some other norm (Weir & Roberts, 1994). Grades are the evaluation's main focus. Instead, it is a final procedure that is used to assess the process's quality. Grades are the primary indicator of process quality. This type of evaluation may be presented as a graded paper. Each student's knowledge will be assessed by this kind of paper. Thus, the officials try to gauge the program's quality by looking at the grades. Additionally, evaluating a student involves contrasting their performance with that of other students or with a set of benchmarks (Howard & Donaghue 2015). It refers to evaluating the evidence in light of moral principles, specific circumstances, and the objectives that the group or individuals are attempting to achieve. A more thorough sense of measuring is denoted by evaluation than is suggested by traditional testing and inspection. The main goals of the educational program and broad personality change serve as the foundation for the evaluation's attention (Howard & Donaghue 2015). Nonetheless, evaluation may and ought to be utilized as a continuous management and learning instrument to enhance learning, comprising five fundamental elements as per Kizlik (2010):

- 1) Articulating the purpose of the educational system.**
- 2) Identifying and collecting relevant information.**
- 3) Having ideas that are valuable and useful to learners in their lives and professions.**
- 4) Analyzing and interpreting information for learners.**
- 5) Classroom management or classroom decision making.**

Effective programs and well-run classes are able to show that outcomes have been achieved. Effective management produces results. Effective decision-making is the foundation of excellent management. Good information is essential for making wise decisions. useful data and careful data analysis are necessary for useful information. All of these are essential components of assessment.

5.1. Functions of evaluations

According to Howard and Donaghue (2015), evaluation is the periodic process of collecting data, analyzing it, and then organizing it so that the information obtained can be used to assess the



effectiveness of your program or instruction, as well as the degree to which it is accomplishing its declared goals and expected outcomes. In order to make informed decisions about their practices, educators can and should carry out internal assessments to gather data about their programs and determine who succeeds and who fails. Teachers at all levels of an organization should diligently implement internal evaluation in all program areas on a continuous basis. Additionally, managers, employees, and beneficiaries should all participate in the review process in the proper manner. This partnership fosters commitment among all parties to use the evaluation's findings to make crucial program modifications and helps guarantee that it is completely participative (Howard & Donaghue 2015).

Larger-scale, external assessments carried out on a regular basis by people outside the program or institution are still necessary, even if the majority of evaluations are carried out internally by local stakeholders. These outside assessments are typically necessary for funding and accrediting purposes, or to address inquiries regarding the program's long-term effects by examining shifts in economic conditions, graduation rates, and other demographic factors. Additionally, an external stakeholder may occasionally observe a teacher in order to evaluate programmatic or operational issues that have been discovered but cannot be fully diagnosed or resolved based on the results of an internal review (Weir & Roberts, 1994).

5.2. Principles of Evaluation

The following guidelines, which are taken from Weir & Roberts (1994), Howard & Donaghue (2015), and Kellghan & Stufflebean (2003), should be considered in your own classroom:

1. The process of conducting an effective review is ongoing and continual. It is more of a means of measuring learning throughout time than it is of establishing the learning outcome. Learning and assessment are never finished; they are constantly changing and growing.
2. To give the most accurate assessment of students' learning and progress, a range of evaluative techniques are required. Reliance on one kind of tool at the expense of others robs you of measures that benefit students and the program as a whole, as well as deprives them of important learning opportunities.
3. Teachers and students must work together to complete evaluations. For students to start taking on personal responsibility for their own growth and self-monitoring, they must be able to actively participate in evaluation.
4. Assessment must be genuine. The activities and procedures that students naturally engage in both in the classroom and in their daily lives must serve as its foundation. For instance, students may be given the impression that learning is just about finding the "right answers" if standardized testing methods are the only method used.



6. Assessment vs. evaluation

Assessment and evaluation may be seen as synonyms or as clearly distinct ideas, depending on the field of study, authority, or reference consulted. It is commonly acknowledged in the field of education that evaluation is a continuous process that aims to comprehend and enhance student learning. The goal of assessment is to translate expectations into outcomes. It may be a procedure whereby data is gathered by questionnaires, interviews, tests, and other methods. What we mean by assessment is, for instance, asking your students to write on a certain subject in order to gather information (Kizlik 2010; Richards and Schmidt 2002; Weir & Roberts, 1994).

On the other hand, evaluation is acknowledged as a more scientific procedure that aims to ascertain what is known about performance capabilities and the most effective way to quantify them. Validity, accuracy, dependability, analysis, and reporting are all aspects of evaluation. Thus, it can be viewed as the methodical collection of data for decision-making purposes, employing both qualitative (observations, ratings, and value judgments) and quantitative (tests) techniques in order to evaluate the data acquired. Put another way, teachers will provide some sort of reaction or correction along with a potential grade when they receive written assignments from pupils. As a result, we are undergoing assessment. Nonetheless, defining criteria and gathering data/information are common to both assessment and evaluation. Purpose, criteria-setting, process management, and response vary in the majority of academic settings. For instance, a midterm exam's findings can be used by an instructor for both evaluation and assessment. The findings can be used to determine what measurement or grade to assign to each student (i.e., to judge student achievement in the course as in evaluation) or to review with the students the course material related to common exam mistakes (i.e., to improve student learning as in assessment) (Howard & Donaghue 2015).

7. Key Differences Between Assessment and Evaluation

The following highlights the key distinctions between assessment and evaluation, as compiled from Weir & Roberts (1994); Howard & Donaghue (2015); and Kellghan & Stufflebean (2003):

1. Assessment is the process of gathering, analyzing, and applying facts in order to enhance present performance. Evaluation is the process of making a decision based on predetermined standards and supporting data.
2. Because it tends to pinpoint areas that require improvement, assessment is diagnostic in nature. Evaluation, on the other hand, is judgmental as its goal is to assign a final grade.
3. The evaluation offers performance criticism and suggestions for future performance improvement. Evaluation, on the other hand, determines whether or not the standards are fulfilled.
4. While evaluation is all about judging quality, assessment's goal is formative, i.e., to improve quality; as a result, its aim is summative.



5. Feedback in an evaluation is based on observations and both positive and negative points. As opposed to evaluation, where the feedback is based on the quality level according to predetermined standards.

6. Evaluation is concerned with the product, whereas assessment is concerned with the process.

7. The relationship between the assessor and the assessee is mirrored in an assessment; that is, the criteria are established internally. In contrast, there is a prescriptive connection between the evaluator and the evaluatee in which the norms are enforced from without.

8. Both parties work together to establish the evaluation criteria. Unlike evaluation, where the evaluator establishes the criteria.

8. Conclusion

Clear objectives, fruitful classroom activities, and enough feedback to let students know their performance's strengths and shortcomings are all components of an efficient, goal-oriented teaching-learning sequence. Assessment and evaluation are essential components of the learning process and are connected to both instructional objectives and classroom learning activities. They are helpful in obtaining the data and information required for different objectives. The information can be utilized to assist express what is important, decide on classroom climate, decide on instructional techniques and content, and issue grades. Teachers can use tests to assess and evaluate students, starting with the smallest one, integrating evaluation into the lesson plan, creating an easy-to-use system for keeping records, creating an evaluation plan, and customizing the evaluation plan, among other methods.

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