



جامعة تكريت

كلية التربية للعلوم الانسانية

قسم اللغة الانكليزية

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Evaluation

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Introduction

Evaluation is a process of assessing the effectiveness and quality of educational programs, practices, and policies. The goal of evaluation is to provide objective and reliable information to stakeholders, such as educators, policymakers, and parents, to help them make informed decisions about how to improve the educational system. Evaluation in education can take many different forms, such as testing, surveys, interviews, observations, and analyses of student work. These methods are used to measure a wide range of factors, such as student achievement, teacher effectiveness, curriculum quality, and program outcomes.

Evaluation is an important tool for promoting continuous improvement in education. By identifying areas of strength and weakness, evaluation can help educators and policymakers make informed decisions about how to allocate resources, design new programs, and improve existing practices. It can also help ensure that educational programs are meeting the needs of students and preparing them for success in their future careers and lives. Overall, evaluation is a crucial component of effective education. It provides stakeholders with the information they need to make informed decisions and improve the quality of education for all students.

Evaluation

It is a systematic process of gathering and analyzing data in order to make a decision. In general, there are two main types of evaluation

1. **Formative Evaluation** is a process of gathering and analyzing feedback during the development or implementation of a programme, or project. It occurs at different times during the semester. It identifies strengths, weaknesses, and areas for improvement, with the aim of making adjustments to improve the effectiveness of the programme.
2. **Summative Evaluation** is a type of evaluation that occurs at the end of a learning period or programme. It assesses students' learning and whether they have met the

established learning goals. It evaluates the effectiveness of a learning programme or to provide a final grade for a student's performance.

Testing

It is the practice of making objective judgments regarding the extent to which the system meets or fails to meet desired objectives. According to the purpose of test there are four types of tests, as follows:

1. **Diagnostic Test** is an assessment used to identify a student's strengths and weaknesses in a particular subject or skill. This test is used to diagnose the specific areas in which a student may need further instruction and support, and to develop a learning plan. It may cover a broad range of subjects, such as reading, writing, math, or science, or may focus on specific skills, such as vocabulary or problem-solving. The results of diagnostic tests are used to guide instruction and support for the student.
2. **Achievement Test** is a standardized test that is designed to measure a student's knowledge and skills in a particular subject area. The purpose of an achievement test is to assess how much a student has learned or achieved in a specific area of study, often in comparison to other students of the same grade level or age group. It is usually given at the end of the course
3. **Placement Test** is an assessment tool used in education to determine a student's level of proficiency in a particular subject or skill. Placement tests are used to place students in the appropriate academic program or course level based on their current level of knowledge and skills. For example, in a college or university setting, a placement test may be used to assess a student's proficiency in a foreign language or mathematics. Based on the results of the placement test, the student may be placed in a course that corresponds to their skill level.

4. **Proficiency Test** is a standardized assessment designed to measure a student's level of knowledge and skills in a particular subject or area of study. It is used to evaluate a student's proficiency and mastery of a subject and is typically administered at the end of a course or academic program. Proficiency tests are often used to determine if a student has met the requirements to pass a course, graduate from a program, or receive a certificate. These tests may be administered by schools, universities, or other educational institutions and can take a variety of forms, including written exams or practical exams. Examples of proficiency tests in education include the TOEFL (Test of English as a Foreign Language) for measuring English language proficiency.

Types of Assessment Methods in Education

There are two different assessment methods to measuring student learning.

Subjective Tests: tests that require a judgment or opinion from the examiner or evaluator. Examples of subjective tests include essay questions, short-answer questions, and oral exams. These types of tests are typically used to evaluate a student's understanding of a concept, their ability to apply knowledge to real-world situations, or their ability to think critically and creatively.

Objective Tests: tests that have a single correct answer and can be graded easily and consistently by a computer or other automated system. Examples of objective tests include multiple-choice questions, true/false questions, and matching exercises. These types of tests are often used to measure a student's factual knowledge and comprehension of a subject.

Both subjective and objective tests have their strengths and weaknesses, and educators will often use a combination of both to gain a more comprehensive understanding of a student's learning.

Assessment is the process of gathering information about an individual's knowledge, skills, abilities, or characteristics using various methods such as tests, observations, interviews, and surveys. Assessment is typically used to provide feedback to the individual or to make decisions about their progress or performance in a specific area.

Differences between Assessment and Evaluation

Assessment is the process of gathering information, while evaluation is the process of analyzing and making decisions based on that information. Assessment is typically used to provide feedback to the individual or to make decisions about their progress or performance in a specific area. Evaluation is typically used to make decisions about the effectiveness of a program or intervention, or to determine the overall value or worth of something.

Qualities of Good Test

Validity: it refers to the degree to which a research study measures what it intends to measure. This includes the accuracy of the data collected, the appropriateness of the research design, and the extent to which the research findings can be generalized to the population of interest. There are several types of validity, including face validity, content validity, and construct validity, each of which has its own specific meaning and application

Reliability: Reliability is the degree to which a measurement or test consistently produces the same results under the same conditions. In other words, it is a measure of how dependable or consistent a particular method or tool is in producing accurate and consistent results over time.

Accuracy: It measures how well a model can correctly identify the target variable based on the input data. It is an important tool for evaluating the effectiveness of a model and can help to determine whether it is suitable for its intended use.

Objectivity: Objectivity refers to the quality or state of being unbiased, and not influenced by personal feelings or opinions. In other words, objectivity means presenting information or facts in a way that is free from personal bias or subjective interpretation.

Comprehensiveness: It refers to the degree of completeness or inclusiveness of something, such as a report, analysis, or policy. A comprehensive approach or solution takes into account all relevant factors, elements, or perspectives, without leaving out important aspects or details. It can also refer to the ability of a person, organization, or system to address a wide range of needs or problems, and to provide adequate resources, support, or services to meet those needs. In general, comprehensiveness implies a holistic and well-rounded perspective that takes into account diverse viewpoints and considerations.

Appropriate difficulty level: A good test should be appropriately challenging for the target population. If the test is too easy, it may not accurately measure the abilities of the individuals being tested. If the test is too difficult, it may result in low scores that do not reflect the true abilities of the individuals being tested.

Fairness: A good test should be fair and unbiased towards all individuals regardless of their race, ethnicity, gender, or socioeconomic status.

Authenticity: A good test should be representative of real-life situations or contexts that are relevant to the individuals being tested. The test should be able to measure skills or knowledge that are useful in everyday life or in specific professions.

Accessibility: A good test should be accessible to all individuals, including those with disabilities or other special needs, to ensure that everyone has an equal opportunity to demonstrate their abilities.