

## A STUDY OF TEST, MEASUREMENT AND EVALUATION: UNDERSTANDING AND USE OF THE CONCEPTS IN EDUCATION

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### Abstract

Education is a dynamic and nonstop process. Now in the field of Education Test, Measurement, and Evaluation are generalities used and to explain how the progress of literacy and the final literacy issues of scholars are assessed. The ideal of the study was to explain the generalities of test, dimension, and evaluation to help educationists and experimenters in the field of education to more apply them in educational dialogues. The study also suggests stylish practices in setting test particulars in measuring scholars' learning issues while showing policy directions to help educationists and experimenters in the field of educational evaluation. In the tutoring- literacy terrain, there's a constant need to gauge the outgrowth or the quality of responsiveness of the tutoring and literacy process. This important symbiotic process generally appertained to as assessment, doesn't only do after tutoring but can also be accepted before tutoring is affected or during the tutoring process. More specifically, generalities of test, dimension, and evaluation continue to dominate educational practice around the world.

The present abstract paper concentrated the A study of dimension, and evaluation understanding and use of the generalities in education with high objects are (i) To understand the generalities of test, dimension, and evaluation. (ii) To bandy the Significance of test, dimension, and evaluation in education. (iii) To analyses the Part of Preceptors in enforcing the test, dimension, and evaluation in education.

For the present study methodology of the exploration is a different type involving an interpretive, discussion and study secondary sources, like books, papers, journals, thesis, university news, expert opinion, and websites etc.

**Key Words:** Test, Measurement, Evaluation and Concepts in Education



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## **Introduction**

In the ultramodern period Quality of Education has come veritably important in moment's competitive terrain. There's surely a need to acclimatize to change in the educational processes in order to ameliorate. Educational Measurement requires the establishment of a strong feedback circle with evaluation being a nonstop process and not just left until the end of the program of study. Dimension refers to the process by which the attributes or confines of some physical object are determined. When used in the environment of literacy, it would relate to applying a standard scale or measuring device to an object, series of objects, events or conditions, according to practices accepted by those who are professed in the use of the device or scale. On the other hand, evaluation is a complex and less understood term. Essential in the idea of evaluation is 'value'. It involves engaging in some process that's designed to give information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question.

The process of dimension is an essential element of the literacy system. Dimension has further executive mileage in education than evaluation. An evaluation process is useful in modifying and perfecting literacy system and educational procedure. The process of dimension is more precise and objective in approach, when compared to evaluation.

Dimension is always done of a quality, trait or variable of a thing or a person. Psychologists and educationists are substantially concerned with variables and attributes. The process of dimension converts the variables into variety which is used for drawing consequences. For illustration, intelligence is quantified in terms of Command and achievement variable is measured in terms of scores.

## **Need for Measurement and Evaluation in Education**

The process of evaluation consists of the following three aspects:

- (i) Quantitative measurements
- (ii) Qualitative assessment
- (iii) Teachers' opinion

## **Quantitative measurements**

We frequently do the quantitative dimension of the performance of scholars through tests. It generally is the case that further time is spent on tutoring a unit than testing it. The achievement of the scholars generally depends on the nature of tests similar as schoolteacher-

made tests, standardized tests, etc. But the achievement also depends on the physical and internal health of the pupil, the position of their medication and provocation during the tests. The marks attained by the scholars in different subjects in terminal examinations and expressed in chance of marks attained as the total is an illustration of applying quantitative dimension. This kind of dimension provides information about the overall achievement position of pupils but doesn't help us in understanding the individual performance of a child and difficulties faced by him or her. Thus, quantitative dimension has its limitations and therefore it needs to be supplemented by qualitative assessment.

### **Qualitative Assessment**

The qualitative assessment description implies observation by preceptors and records maintained by them pertaining to colorful angles of pupil personality and performance in the academy. The methodical record of statement by preceptors about the special achievement or exceptional capability in non-scholastic area or exceptional gets of scholars is one of the illustrations of the qualitative assessment description.

### **Teachers Opinion**

Preceptors form opinions about the scholars on the base of conclusions drawn by them from quantitative measures and a qualitative description of the gets of scholars. The opinion of a schoolteacher arrived at on the base of qualitative and quantitative dimension gives a comprehensive picture of the scholars' progress. Though it's an evaluation in an informal setting, yet it conveys information about the scholars' performance on some vital issues.

### **Objectives of the Study**

The present study has the following objectives-

- ✓ To understand the concepts of test, measurement, and evaluation.
- ✓ To discuss the Importance of test, measurement, and evaluation in education.
- ✓ To illustrate the Role of Teachers in implementing the test, measurement and evaluation in education.

### **Concept of Measurement**

Measurement refers to the process by which the attributes or confines of some physical object are determined. When used in the environment of literacy, it refers to applying a standard scale or measuring device to an object, a series of objects, a events or conditions, according to practices accepted by those who are professed in the use of the device or scale.

Thorndike stated that anything that exists at each, exists in some volume; and anything that exists in some volume is able of being measured'. Dimension of any kind is a matter of determining how important or how little, how great or how small, how much further than or how much lower than. The Encyclopaedia of Educational Research explains dimension in further refined terms; to measure means 'to observe or determine the magnitude of a variant'. Dimension answers the question of 'how important'. In our day-to- day life, we measure the height, weight, country miles travelled etc., the knitter measures the confines of an individualities body to prepare dress according to needed size, the shopkeepers weigh different goods like rice, wheat, sugar, fruits, vegetables etc. We've a wrong notion that dimension takes place only with videotapes and scales. The ranking of rivals in a debate competition can be considered as dimension, standing of mortal gets comes under dimension. Hence, dimension may be defined as, 'the assignment of one of a set of figures to each of a set of persons or objects according to certain established rules'.

James M. Bradfield defined dimension as 'the process of assigning symbols to the dimension of miracle in order to characterize the status of miracle as precisely as possible'. J. P. Guilford defined dimension as the 'assignment of numbers to objects or events according to certain rules'. According to Norman E. Gronlund, 'dimension results are some score or numerical value and quantitative descriptions of the pupils'.

Dimension involves the process of quantification. Quantification indicates to what extent a particular trait is present in a particular object. It has been observed that dimension in any field always involves three rudiments

Identification and description of volume, trait or variable that's to be measured.

Determining the set of operations by which the trait or variable may be made perceivable.

Establishing a set of procedure for rephrasing compliances into quantitative statement of degree, extent or quantum.

### **Characteristics of Good Measurement Tool**

To measure the cerebral traits with validity and trust ability, the measuring instrument or tests should be far down from the aspects like particular crimes, variable crimes, constant crimes and interpretive crimes. The important characteristics of a good measuring tool is as follows

**(i) Should be Valid:** Validity of a test refers to its probity. It refers to the extent to which a test measures what it wishes to measure. Suppose we want to know whether a Numerical Logic Test is valid. However, the test can be said to be valid, If it really measures the logic capability.

**(ii) Should be reliable:** Reliability means the thickness of a measuring instrument (how directly it measures). It refers to the fastness of the test. To express in a general way, if a measuring instrument measures constantly, it's dependable. For illustration, a test is administered on English to the scholars of class VI. In this test, Ram scores 50. After many days, the same test is administered and Ram scores 50. Then, the test is dependable because there's thickness in the result.

**(iii) Should be objective:** Neutrality of a test refers to two aspects (a) item neutrality (i.e., neutrality of the particulars), and (b) scoring neutrality ( i.e., neutrality of scoring). By 'item neutrality' we mean that the particulars of the test must need a definite single answer. If the answer is scored by different observers, the marks would not vary. Nebulous questions, lack of proper direction, double barreled questions, questions with double negatives, essay-type questions must be avoided because they warrant neutrality. By 'neutrality of scoring' we mean that by whomsoever scored, the test would cost the same score. Therefore, substantially the objective- type questions should be framed to maintain the neutrality of the test.

**(iv) Should be usable and practicable:** 'Usability' refers to the practicability of the test. In the tutoring – literacy situation, by usability we mean the degree to which the test (or the measuring tool) can be successfully used by preceptors and academy directors.

**(v) Should be comprehensive and precise:** The test must be comprehensive and precise. It means that the particulars must be free from nebulosity. The directions to test particulars must be clear and accessible. The directions for administration and for scoring must be easily stated so that a classroom schoolteacher can fluently understand and follow them.

**(vi) Should be easy in administering:** If the directions for administration are complicated, or if they involve further time and labor, the druggies may lag before. For illustration, Wechsler Adult Intelligence Scale (WAIS) is a good test, but its administration is veritably delicate.

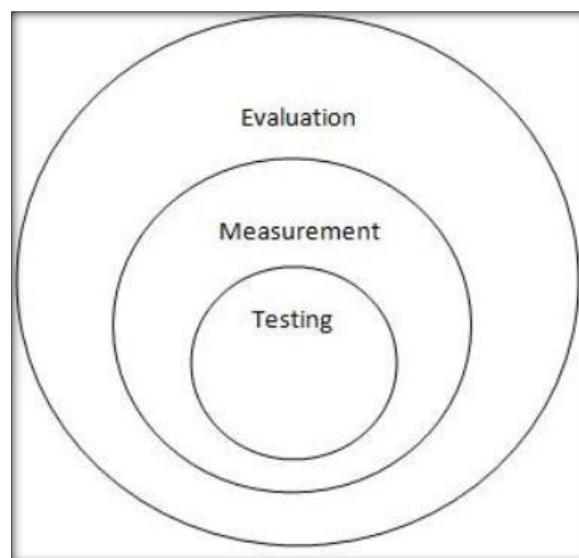
**(vii) Should be easy in Scoring:** The scoring procedure of the test should be clear and simple. The scoring directions and acceptable scoring key should be handed to the arranger so that the test is fluently scored.

**(vii) Should be fluently available:** Some standardized tests are well- known all over India, but they aren't fluently available. Similar tests have lower usability. It's desirable that in order to be usable, the test must be readily and fluently available.

### **Nature of Educational Measurement and Evaluation**

Evaluation is an act or process that assigns 'value' to a measure. When we're assessing, we're making a judgment as to the felicity, advisability or value of a thing.

In the tutoring – literacy situation, evaluation is a nonstop process and is concerned with further than just the formal academic achievement of scholars. Evaluation refers to the assessment of a pupil's progress towards stated objects, the effectiveness of the tutoring and the effectiveness of the class. Evaluation is a broad conception dealing not just with the classroom examination system; but also assessing the cognitive, affective and psychomotor sphere of scholars. The success and failure of tutoring depends upon tutoring strategies, tactics and aids. Therefore, the evaluation approach improves the educational procedure. Glaser's introductory model of tutoring refers to this step as a feedback function'.



**Figure 1. Lynch's model of Evaluation, Measurement, and Testing**

J.M. Bradfield defines evaluation as 'the assignment of symbols to miracle in order to characterize the worth or value of the miracle generally with reference to some social, artistic and scientific norms'. Wright Stone stated, ' evaluation is a fairly new specialized term introduced to designate a further comprehensive conception of dimension than is inferred in

conventional test and examination'. Hanna defined evaluation as 'the process of gathering and interpreting substantiation on change in the gets of all scholars as they progress through academy'.

Evaluation takes place with the help of tests and measures. In a classroom situation, preceptors first use classroom tests to estimate scholars according to their different traits.

Evaluation = Quantitative Description (Measurement) and/or Qualitative Description  
(Non-measurement) + Value Judgments

After getting the answer papers, preceptors give some numbers to the answer papers, this step is known as dimension. So dimension deals with only the quantitative description. After the dimension step, the preceptors arrange the scholars as first, second, third etc., according to their achievements. This step is evaluation. So evaluation is a philosophical and private conception. It includes both quantitative and qualitative descriptions, and value judgment.

### **Characteristics of Evaluation**

The characteristics of evaluation are as follows:

- It is a systematic process.
- It measures the effectiveness of learning that experiences provide.
- It measures how far the instructional objectives have been achieved.
- It uses certain tools like tests, observation, interview etc.
- It is a continuous process.
- It is a subjective judgment.
- It is philosophical in nature.
- It includes quantitative description, qualitative description and value judgment.
- It gets data from measurement.
- It not only determines the magnitude, but also adds meaning to measurement.
- It involves values and purposes.

### **Evaluation and Education**

Anything that needs to be estimated has certain points and objects, and through evaluation we assess how far these objects have been fulfilled. From an educational angle, we can estimate numerous aspects which are the part and parcel of an educational system similar as -

- ✓ Evaluation of a academy point (with reference to its position, structure, aseptic condition, strength of scholars and preceptors etc.).
- ✓ Evaluation of a academy program (academy syllabus, co-curricular conditioning, guidance programs etc.).
- ✓ Evaluation of tutoring styles (with reference to points, purposes, felicity and efficacy).
- ✓ Evaluation of total program of instruction (with reference to cognitive, affective and psychomotor sphere).
- ✓ Evaluation of academy administration; discipline, control, operation and association.
- ✓ Evaluation of handbooks and other course accoutrements.
- ✓ Evaluation of scholars' growth etc.

The way involved in an evaluation process take place in a scale. These way are

- Assessing
- Planning of applicable literacy gests
- Opting applicable tutoring points
- Specification of asked pupil gets
- Identification and description of specific objects
- Identification and description general objects

Part of Preceptors in an Evaluation Program

Tutoring remains central to both literacy and assessment. There's an interrelatedness between tutoring objects, learning gests and assessment. Assessment is the process of determining the following

- (i) The extent to which an ideal is achieved.
- (ii) The effectiveness of the literacy gests handed in the classroom.
- (iii) How well the pretensions of tutoring have been fulfilled.

In assessment, one has to know where scholars were at the morning if we're to determine what changes are being. It involves carrying a record of the changes in pupil by using applicable styles of appraisal; judging how good the changes are in the light of the substantiation attained and icing change is steered in tutoring technology and also in learning technology.



Therefore, assessment comes in at the planning stage when tutoring objects are linked. At every point of literacy, it's an attempt to discover the effectiveness of the literacy situation in eliciting the asked changes in scholars.

Assessment is integrated with the whole task of tutoring and literacy and its purpose is to ameliorate literacy and not simply to measure its achievement. In its loftiest sense, it brings out the factors that are essential in pupil growth similar as proper stations and habits, manipulative chops, appreciations and understanding in addition to the conventional accession of knowledge.

It has been correctly observed, 'The description of assessment places it in the sluice of conditioning that expedite the educational process; these conditioning can be reduced to four essential way identification of educational objects, determination of the gests scholars must have to attain these objects, knowing the pupils well enough to design applicable gests and assessing the degree to which pupils attain these objects.'

Objects give the starting point on which are grounded all the literacy gests are grounded, which in turn are the material of assessment. Our tutoring objects are the changes we wish to produce in the child. The changes that must take place through education are represented in-

- ✓ The knowledge children acquire.
- ✓ The chops and capacities children attain.
- ✓ The interest children develop.
- ✓ The stations children manifest.

Still also the child will bear else from the way he did before he came to academy, If education communicated is effective. The pupil knows commodity of which he was ignorant ahead. He understands commodity which he didn't understand ahead. He can break problems he couldn't break ahead. He can do commodity which he couldn't do ahead. He revises his stations preferably towards effects.

These objects must involve points of information, the chops and stations to be developed and interests that could be created through the particular content or subject taken up for work in the classroom. A statement of classroom objects-

1. Serves as a base for the classroom procedures that should give for suitable gests to the children.

2. Serves as a companion in seeking substantiation to determine the extent to which the classroom work has fulfilled what it set out to do.

A literacy experience isn't synonymous with the content of instruction or what the schoolteacher does. Learning results from the active response of the pupil to the encouragement situation which the schoolteacher creates in the class. A pupil learns what he does. He's an active party in what goes on in the class. Changes in a pupil's way of thinking and developing generalities, stations and interests have to be brought about gradationally. No simple experience will affect in the change. Numerous gestures, one buttressing another, will have to be handed. They may have to be repeated in adding complexity or situations in meaningful sequence extended over a period.

A accretive effect of similar gestures will elicit the asked change of gestures with reference to a specific ideal.

### **Conclusion**

This study brings to the fore a growing need to constantly reevaluate the conception of educational assessment as it has proven over time to be an evolving one. The generalities of dimension, testing, and evaluation in the educational environment, the generalities remain delicate to be understood by educational experimenters and preceptors. Still, there's wide agreement that evaluation with its factors of dimension and testing is abecedarian to the educational practice. This study clarifies the generalities with a detailed explanation of their separate operations from the education with the stopgap that stakeholders in the educational enterprise will be better equipped for effective educational practice.

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