

# Chapter 7

## Assessment and Evaluation of Students' Performance Without Learning Analytics

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### **ABSTRACT**

*Humans have constantly tried to assess and measure individual differences. But in the beginning of the prevailing century there has been a fast advancement on this discipline. The old methods of assessment have been defective and unreliable. In their area, reliable and standardized equipment of assessment have now been constructed. Every teacher desires that s/he must by some means assess the academic achievement of the student's performance that s/he has taught. This is why examinations are every day and use every tool of training. But today, the traditional system of exam is taken into consideration. Ruled defective and in its region, a new tool is deliberated and taken into consideration as goal related to real global duties. In this chapter, the author explains various types of examinations.*

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## **INTRODUCTION**

No matter what education we give, it must have some means. The clearer the aim, the more achievement we will get in imparting education. In teaching a subject we have to understand clearly the purpose for teaching that subject. We can impart instructions after formulating aims and purposes but to what extent we are able to attain them we can only know by evaluating the achievement of the students.

Above and beyond this, the evaluation or assessment is also necessary because it helps us to find out the effect of desirable and undesirable experiences which have been provided in class instructions. Hence, the question, what is the need of assessment? Can be answered as follows:

1. All the way through assessment, we are able to determine the limit up to which the aims of education have been achieved.
2. The extent of the achievement of the purpose involved in teaching of various subjects can be assessed through evaluation.
3. All the way through evaluation, we are able to assess as to how far the experiences gained by students in the class-room are effective.

## **MEASUREMENT?**

Measurement means finding out the quantity of a thing or smallness or bigness of it, or knowing how much more or less it is than another thing. This is true in the case of any type of measurement whether we are weighing a bag of wheat or are evaluating the achievement of the students of our class. We will weight the bag of wheat in 'kilos', but in evaluating abilities we will have to pay attention to the marks obtained by the student in an examination.

*Thorndike says, "Anything that exists at all exists in some quantity and anything that exists in quantity is capable of being measured". This means that we can measure everything which is found in some quantity. Hence, we can measure every type of ability. It is another thing that our method of evaluating ability, etc. may not be fully reliable. But since it can be measured, every teacher must pay attention towards it evaluation.*

The accuracy of every type of evaluation depends on the thing which is to be measured. Some things as a potato can be measured easily, but to measure some

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