

ASSESSMENT **VS.** EVALUATION



Both assessment and evaluation are essential in education. They work together to support learning and improve outcomes, but they serve different purposes.

ASPECT	ASSESSMENT Focuses on Learning	EVALUATION Focuses on Judgment
 FOCUS	It is used to improve learning and teaching.	It is used to determine the value or worth of learning.
 PURPOSE	To identify strengths and weaknesses and provide feedback for improvement.	To make a decision, assign grades, certify or rank performance.
 TIMING	Occurs throughout the learning process (ongoing and continuous).	Occurs at the end of a unit, term or course.
 NATURE	It is a continuous and dynamic process.	It is a periodic and more static process.
 METHODS / TOOLS	Uses a variety of tools like quizzes, observations, questioning, discussions, assignments, etc.	Uses tools like tests, exams, rubrics, rating scales, standardized tests, etc.
 OUTCOME	Provides feedback to learners and teachers to improve learning.	Provides a judgment or score that summarizes achievement.
 ROLE IN LEARNING	Guides instruction and supports learning.	Measures learning and certifies achievement.
 EXAMPLE	Example: Teacher observes student participation in class and gives feedback.	Example: Final exam score used to assign a grade or rank students.



ASSESSMENT IMPROVES LEARNING.
EVALUATION JUDGES LEARNING.

Together, they ensure effective teaching and meaningful learning.



MAJOR TYPES OF ASSESSMENT



TYPE OF ASSESSMENT	CORRELATION WITH CLASSROOM INSTRUCTION	PURPOSE
 DIAGNOSTIC ASSESSMENT	 Before instruction begins. Happens at the beginning of a lesson, unit, course or academic program to identify prior knowledge, skills and learning gaps.	 Identifies learners' prior knowledge, skills and learning gaps before instruction begins.
 FORMATIVE ASSESSMENT	 During instruction (in-process). Occurs during the lecture / instruction. Ongoing assessment used while teaching and learning are taking place to monitor understanding and guide teaching.	 Designed to monitor learning in real time and provide feedback to improve teaching and student learning.
 SUMMATIVE ASSESSMENT	 After instruction is completed. Occurs at the end of a unit, term or course. Used after instruction is complete to evaluate overall learning and achievement.	 Aims to assess the levels of learning or achievement at the end of an instructional period and assign grades or certify performance.

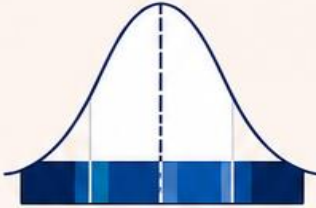


Together, these assessments help teachers understand learners, improve instruction and support academic success.



OTHER TYPES OF ASSESSMENT



TYPE OF ASSESSMENT	CORRELATION WITH CLASSROOM INSTRUCTION	PURPOSE
 NORM-REFERENCED ASSESSMENT	 USUALLY AFTER INSTRUCTION IS COMPLETE. Used when comparing learners within a group.	 Compares a learner's performance against the performance of a peer group or fixed average (norms).
 CRITERION-REFERENCED ASSESSMENT	 DURING OR AFTER INSTRUCTION. Used to assess performance against specific learning standards or criteria.	 Tracks learners' progress against clearly defined standards or criteria, not against other learners.
 IPSAIVE ASSESSMENT	 AT ANY TIME TO MONITOR INDIVIDUAL GROWTH. Used to track progress over time.	 Tracks learners' progress by comparing their current performance with their previous performance.



TOGETHER, THESE ASSESSMENTS HELP TEACHERS UNDERSTAND LEARNERS, IMPROVE INSTRUCTION AND SUPPORT ACADEMIC SUCCESS.

TYPES OF EVALUATION



These types of evaluation are classified according to the **time** at which they are conducted in the teaching-learning process.

TYPE OF EVALUATION	WHEN CONDUCTED?	MAIN PURPOSE	KEY FEATURES	EXAMPLE
 1. DIAGNOSTIC EVALUATION	 Before instruction begins	Identifies learners' strengths, weaknesses, learning difficulties and prerequisites.	- Helps in identifying learning gaps. - Provides information for planning appropriate instruction.	 Pre-test, Aptitude test, Interest inventory
 2. PLACEMENT EVALUATION	 Before instruction begins	Places learners in the appropriate level, course, subject or group.	- Ensures appropriate grouping and level placement. - Helps in organizing instruction effectively.	 Placement test, Level test
 3. FORMATIVE EVALUATION	 During instruction	Monitors learners' progress and provides feedback to improve learning and teaching.	- Conducted throughout the instructional process. - Helps in identifying areas needing improvement.	 Quizzes, Class test, Assignments, Observations
 4. CONTINUOUS EVALUATION	 Throughout the learning process	Regularly assesses and monitors learners' overall development and progress over time.	- Ongoing and systematic process. - Considers cognitive, affective and psychomotor development.	 Periodic tests, Projects, Portfolios, Class participation
 5. SUMMATIVE EVALUATION	 After instruction/course is completed	Determines the learners' overall achievement at the end of a unit, term or course.	- Judgement of final achievement. - Used for grading, certification or promotion.	 Final exam, End-term test, Board exam

QUICK RECALL


Diagnostic (Before)
 Finds learning gaps




Placement (Before)
 Places in the right level




Formative (During)
 Improves learning




Continuous (Throughout)
 Monitors progress




Summative (After)
 Judges final achievement



RIGHT EVALUATION AT THE RIGHT TIME LEADS TO RIGHT LEARNING AND BETTER FUTURE.



INSTRUMENTS OF ASSESSMENT



INSTRUMENT

PRIMARY PURPOSE



Tests
(MCQ, Short Answer, Essay)

Measurement of knowledge and cognitive understanding



Observation, Checklist, Rating Scale

Assessment of skills, behaviours, and practical competencies



Rubrics

Evaluation of performance quality against explicit criteria



Portfolio

Documentation of long-term growth, progress, and achievement



Interview / Viva

Assessment of oral communication and reasoning ability



Diagnostic Tools

Identification of specific learning weaknesses and gaps

[**Attempt Quiz Click Here**](#)