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Level: *Master2*

Lecture I: A General Introduction to Educational Measurement and Evaluation

1. The Concept of Educational Measurement

Educational measurement is the science and practice of obtaining information about the characteristics of students, such as their knowledge, skills, abilities, and interests. Measurement in education includes the development of instruments or protocols for obtaining information, procedures for analyzing and evaluating the quality of that information, and strategies for communicating the information to audiences, such as educators, policymakers, parents, and students.

All measurement in education has the common aims of:

- A. Arriving at defensible conclusions regarding students' ability, achievement, or interests.
- B. Gauging student progress toward specified educational goals.
- C. Improving teaching and learning.

2. The Concept of Evaluation

Tyler defined evaluation as “a systematic process of determining the extent to which educational objectives are achieved by pupils”. This definition indicates that evaluation is a systematic process, and it omits the casual, informal or uncontrolled observation of the pupils. The definition also implies that the objectives of education have to be identified in advance. Without predetermined objectives, it is not possible to judge the progress, growth and development of students.

Thus evaluation can be conceptualized in the following manner:

- A. Evaluation is an act or a process that allows one to make a judgment about the desirability or value of a measure.

B. Evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives

C. The word evaluation refers to the act or process of determining the value of something.

3. How Are Measurement, Assessment *and* Evaluation Different?

During the process of gathering information for effective planning and instruction, the words measurement, assessment and evaluation are often used interchangeably. These words, however, have significantly different meanings.

Measurement refers to the process by which the attributes or dimensions of some physical object are determined. When we measure, we generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something is.

Assessment is a process by which information is obtained relative to some known objective or goal. An assessment yields information relative to an objective or goal. In that sense, we assess to determine whether or not an objective or goal has been obtained.

Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on.

To sum up, we measure distance, we assess learning, and we evaluate results in terms of some set of criteria. These three terms certainly share some common attributes, but it is useful to think of them as separate but connected ideas and processes.