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Differences between assessment and evaluation

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Annotation: This article provides useful information about assessment, assessment in education. Assessment plays an important role in teaching, regardless of the purpose. We all know that assessment in the education system, the examination of knowledge - clearly shows the results achieved. In addition, assessment is one of the aspects that allows students to see how they are mastering and how they are absorbing science-related skills. I also found it appropriate to dwell on specific and appropriate types of assessment. When it comes to evaluation, many think the goal is to get the result. Assessment is also a tool for the teacher on how to continue the teaching process. For an assessment to be useful, it must adapt itself to the mandatory standards and academic expectations of the particular context in which it occurs. The types of assessment depend on what purpose it is aimed at.

Key words: Assessment, formative, summative, type, teaching, check, aspect, learning, encourage, evaluate.

One of the key aspects of language teaching and learning is assessment. Therefore, every teacher should focus on assessment. We know that evaluation has its own set of considerations. These aspects depend on the objectives of the assessment. Assessment should be organized by students to see how well they have mastered and mastered the subject.

Language assessment, whether formative or summative, plays an important role in second language learners' educational experience and learning outcomes. Whether assessment is used for student initial screening, placement, or progression in a language course, it always involves gathering, interpreting and evaluating evidence of learning. Such information collected through the different assessment and evaluation tools allows educators to identify student needs and plan a course of action to address these needs, provides feedback about the effectiveness of teaching practice, guides instruction and curriculum design, and provides accountability for the system.[1.p.19]

There are two forms of assessment in teaching: formative and summative.

• Formative, so that the positive achievements of a pupil may be recognized and discussed and the appropriate next steps may be planned.

• Summative, for the recording of the overall achievement of a pupil in a systematic way.

Formative assessment is one of the important helpers for organizing and planning in education. Through formative assessment, the teacher will be able to determine what steps to take in the later stages of teaching and how to organize future lessons. Here, the teacher identifies the strengths and weaknesses of the students. In the process, students can also point out their own shortcomings and successes based on the results.

Formative assessment is most appropriate where the result are to be used internally by those involved in the learning process (students, teachers, curriculum developer). [Darling-Hammond 2006 p.3]

Examples of formative assessment:
1. Rubrics.
2. Class discussions.
3. Checklist.
4. Questionnaires.
5. Self-evaluation.
6. Observations.

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Summative assessment, however, is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark. Measures effect and changes that result from the campaign. Investigates to what extent the communication program/intervention is achieving its outcomes in the target populations. These outcomes are the short-term and medium-term changes in program participants that result directly from the program such as new knowledge and awareness, attitude change, beliefs, social norms, and behavior change, etc. Also measures policy changes. [3; p2] The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Note, 'the end' does not necessarily mean the end of an entire course or module of study. Summative assessments may be distributed throughout a course, after a particular unit (or collection of topics) has been taught, and there are advantages to doing so. In many disciplines in the UK Higher Education sector, there has been a move away from 100% end of course assessments, to a model where summative assessments are distributed across a course, which helps to scaffold students' learning. Summative assessment usually involves students receiving a grade that indicates their level of performance, be it a percentage, pass/fail, or some other form of scale grade. Summative assessments are weighted more than formative assessments.[5,6. p 2,3] Examples of summative assessments include: a midterm exam, a final project, a paper, or a senior recital.

Methods of summative assessment aim to summarize overall learning at the completion of the course or unit.

- Questionnaires
- Surveys
- Interviews
- Observations
- Testing (specific test created by the teacher or establishment made to include all points of a unit or specific information taught in a given time frame)
- Projects (a culminating project that synthesizes knowledge)

Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. .[8,9;p. 3,4]

Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have been tailored to its context – the theory, needs, purpose, and methodology of the evaluation process itself. Having said this, evaluation has been defined as:

- A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluate expertise, labor, time, and a sizable budget
- "The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" (St Leger and Wordsworth-Bell). The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.
- "A study designed to assist some audience to assess an object's merit and worth" (Stufflebeam). In this definition the focus is on facts as well as value laden judgments of the programs outcomes and worth.[8,9;p. 5,6]

As a conclusion we can say that assessments and evaluations are two essential components in the process of teaching and learning. These two words have a special significant in the context of education, and although many people tend to use these terms interchangeably, there is a distinct difference between the two. An assessment is the process of investigating what and how students are learning in relation to the excepted learning objectives. Evaluating involves making a judgment about the quality of students' learning and work. This is the main difference between assessment and evaluation. .[10.p 2,3]

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According to several criterias we can see other differences between assessment and evaluation:

1. Focus of Measurement

Assessment tests how learning is going.

Evaluation tests what has been learned.

2. Function / Purpose

Assessment is diagnostic; it identifies areas for improvements.

Evaluation is judgmental; it arrives at an overall score.

3. Outcome

Assessments identify weaknesses and improve the learning.

Evaluations judge the quality.

4. Time

Assessments are conducted during the learning process.

Evaluations are held at the end of the learning process.

5.Relationship between students

Assessments help students to learn from each other.

Evaluations make students compete with each other.[10.p 5,6]

In teaching subjects, teachers should pay attention and focus on the purpose of assessment and evaluation in order to get enough information about students' knowledge on subject.

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