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## Standardized and non-standardized test

### Introduction

Education aims at the all-round development of a student not merely imparting knowledge to him. In order to evaluate the student knowledge teacher uses different types of tests. Tests are a part of evaluation technique which helps to assess the level of the students.

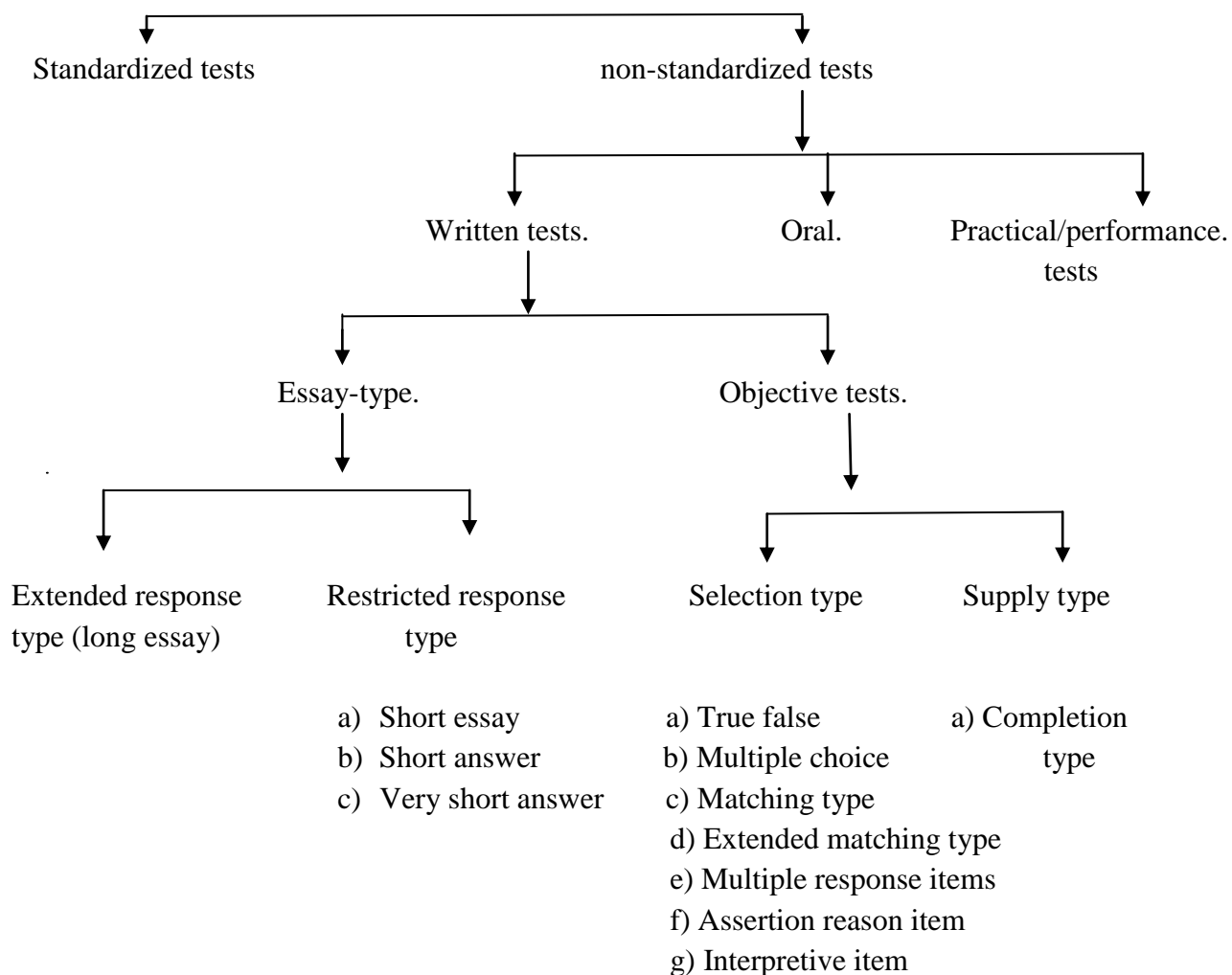
### Standardized test:

These are tests in which uniformity of procedure in scoring, administering and interpreting the results are maintained.

### Non-standardized test/Achievement test/Teacher made tests:

A systematic procedure for determining the amount a student has learned through instruction.  
(Groundlund)

### Classification:



### Validity:

The accuracy with which a test measures whatever it's supposed to measure or the accuracy with which a test measures what is relevant. It is the most important consideration on the selection and use of testing procedures. Validity can also be stated as the relevance of a test to its objective. The term validity pertains to the result of a test, and not to the instrument itself.

### Types of validity:

Different types of validity have been identified and used in educational measurements. They are;

Content validity, Criterion validity, Construct validity, Concurrent validity, Face validity

#### Content validity:

Content validity is the extent to which a test measures a representative sample of the subject matter content and behavioural changes under consideration. The focus of content validity is on the adequacy of the sample and not on the appearance of the tests.

#### Criterion validity:

Whenever test scores are to be used to predict future performance or to estimate current performance on some valued measure other than the test itself, we are concerned with criterion validity (Gronlund-'97). In order to indicate criterion related validity, the usual procedure is to correlate statistically the two sets of scores and report the degree of relationship between them by means of correlation coefficient.

#### Construct validity:

Construct validity is the extent to which test performance can be interpreted in terms of certain psychological constructs (Gronlund). The process involves identifying and classifying the factors which influence test scores so that the test performance can be interpreted meaningfully.

#### Concurrent validity:

Concurrent validity is the extent to which the results of a test correlate with those of other tests administered at the same time concurrently.

#### Face validity:

When one looks at the test he thinks the extent to which the test seems logically related to what is being tested.

### **Measures to improve validity:**

1. Carefully matching the test with learning objectives, content, and teaching methods.
2. Increasing the sample of objectives and content areas in any tests.
3. Using methods that are appropriate for the objectives specified.
4. Employing a range of methods.
5. Ensuring adequate security and supervision to avoid cheating in examination.

### **Factors affecting validity:**

1. Unclear direction.
2. Poor reading vocabulary.
3. Difficult sentences are difficult to understand and create unnecessary confusion.
4. Use of inappropriate items will lead to disorganizations of matter.
5. Medium of expression.
6. Difficulty level of items.
7. Influence of extraneous factors.
8. Inappropriate time limits.
9. Inadequate weightage.

### **Reliability:**

The degree of accuracy, consistency with which an exam, test measures, what it seeks to measure a given variable. A test score is said to be reliable, when we have reasons for believing it to be stable and trustworthy. Various methods like test-retest method, equivalent-forms method, split half method and Kuder- Richardson method are available to provide statistical indices of reliability. Reliability is the term used to indicate the consistency with which a test measures what it is designed to measure. Reliability is the consistency with which a given variable or how consistent the evaluation results are from one measurement to another (Guilbert-1991). But reliable results are not necessarily valid.

### **Measures to improve reliability:**

- limiting subjectivity of all kinds
- Ensuring that questions are clear, suitable for the level of students and based on predetermined behaviors.
- Ensuring that the expected answers are definite and objective.
- Developing a scoring scheme of high quality.
- Checking to make sure time limits are realistic.
- Giving simple, clear and unambiguous Instruction.
- Keeping choices within a test to a minimum.
- Conducting tests under identical and ideal examination conditions.

### **Factors influencing reliability:**

- Data collecting method.
- Test length.
- Speed of method.
- Group homogeneity.
- Objectivity of scoring.
- Ambiguous wording of items.
- Inconsistency in test administration.
- Optional questions.

### **Usability:**

In selecting tests and other evaluation instruments, practical considerations cannot be neglected. Tests are usually administered and interpreted by teachers with only a minimum amount of training in measurement. Factors that contribute to the usability or practicability are ease of administration, moderate time required for administration, ease of interpretation and application and affordable cost of testing. It is the overall simplicity of use of a test, both for test constructor and for student.

### **Objectivity:**

Objectivity is the extent to which independent and competent examiners agree on what constitutes a good answer for each of the items of a measuring instrument. A critical analysis of the test done by colleagues and other teachers before administering it would make the test more objective and relevant.

### **Essay Type questions:**

Essay test is a test containing questions requiring the student to respond in writing. Essay tests emphasise recall rather than recognition of the correct alternative. Essay tests may require relatively brief responses or extended responses (Gilbert sax).

An essay test presents one or more questions or other tasks that require extended written responses from the persons being tested -*Robert LE and David AF.*

In essay type question, the student prepares his own answers. It evaluates the knowledge areas alone. Handwriting, spelling, neatness, organization, ways of expressing ideas may be considered in scoring the items. The element of subjectivity can be reduced by careful preparation of the questions for the selected content areas to be tested in advance.

### **Characteristic of essay question:**

- Freedom of response.
- Free to select, relate and present ideas in their own words.
- Measure of complex achievement.
- No single answer can be considered throughout and correct.
- The answers vary in their degree of equality or corrections.

### **Types of Essay Questions:**

Based on the amount of freedom given to a student to organise his ideas and write his answer. The essay questions are divided into two extended response questions and restricted response questions.

#### Extended response questions:

The extended response question allows pupils to select any factual information that they think is pertinent, to organize the answer in accordance with their best judgement and to integrate and evaluate ideas as they deem to appropriate. No restriction is placed on the student as the points he will discuss and the type of organisation he will use.

Example: Role of nurse in the health care team.

Describe the contributions of Florence nightingale towards the development of nursing.

#### Restricted response questions:

Student will have less scope, limited nature in the form, because he is told specifically the context in which his answer is to be made. Limitations on the form of response are generally indicated in the question.

Example: State the main difference between kwashiorkor and marasmus.

Describe two health problems arising out of poor environmental sanitation.

### **Principles for Preparing Essay Type Test**

- Do not give too many lengthy questions.
- Avoid phrases, e.g. 'Discuss briefly'.
- Questions should be well-structured with specific purpose or topic at a time.
- Words should be simple, clear, unambiguous and carefully selected.
- Do not allow too many choices.
- According to the level of students' difficulty and complexity items has to be selected.

### **Advantages**

- Tests the ability to communicate in writing; depth of knowledge and understanding.
- The student can have freedom to communicate, her ability for independent thinking.
- The student can demonstrate her ability to organize ideas and express them effectively in a logical and coherent fashion.
- It requires short-time for the teacher to prepare the test and administer.
- It can be successfully employed for all the school "subjects."

**Disadvantages**

- Lack objectivity.
- Provide little useful feedback.
- Takes long-time to score.
- Limited content sampling.
- Subjectivity of scoring.

Essay type possesses relatively low validity and reliability because of the factors like:

- Contaminated by extraneous factors like spelling, good handwriting, coloured writing, neatness, grammar, and length of the answer.
- Biased judgment by previous impressions.
- Good verbal ability even in the absence of relevant points.
- Mood of examiners.
- First impression.
- Improper comparison of answer, of different students (Bright and dull).
- Ambiguous wording of questions may be misinterpreted results in guessing and bluffing on the part of the students.
- Laborious process both for corrector and for the student.
- Only competent teachers can assess it.
- Scoring costs.

**Construction of essay questions:**

1. Use essay questions to measure complex learning outcomes only.
2. Relate the questions as directly as possible to the learning outcomes being measured.
3. Formulate questions that present a clear task to be performed.
4. Do not permit a choice of questions unless the learning outcome requires it.
5. Provide ample time for answering and suggest a time limit in each question.

Essay questions can be used to measure attainment of a variety of objectives. Stecklein (1955) has listed 14 types of abilities that can be measured by essay items:

1. Comparisons between two or more things.
2. The development and defence of an opinion
3. Questions of cause and effect
4. Explanations of meanings
5. Summarizing of information in a designated area
6. Analysis
7. Knowledge of relationships

8. Illustrations of rules, principles, procedures, and applications
9. Applications of rules, laws, and principles to new situations
10. Criticisms of the adequacy, relevance, or correctness of a concept, idea, or information
11. Formulation of new questions and problems
12. Reorganization of facts
13. Discriminations between objects, concepts, or events
14. Inferential thinking

### **Short-Answer Questions:**

Short-answer questions are “constructed-response,” or open-ended questions that require students to create an answer. Short-answer items typically require responses of one word to a few sentences. “Fill in the blank” and “completion” questions are examples of short-answer question types. Most appropriate for questions that require student recall over recognition.

### **Principles of preparing short answer type questions:**

- Use action oriented precise verbs.
- Each item should deal with important content area.
- Question can be as long as possible, but answer should be short.
- Use precise, simple and accurate language in relation to the subject matter area.
- Provide the necessary space for answers below each question asked.

### **Advantages:**

1. Short-answer questions assess unassisted recall of information, rather than recognition.
2. Compared to essay questions, they are relatively easy to write.

### **Disadvantages:**

Short-answer items are only suitable for questions that can be answered with short responses. Additionally, because students are free to answer any way they choose, short-answer questions can lead to difficulties in scoring if the question is not worded carefully. It's important when writing short-answer questions that the desired student response is clear.

### **Constructing short answer questions:**

- a) Word the item so that the required answer is both brief and specific.
- b) Do not take statements directly from text books.
- c) Blanks for answers should be equal in length and in a column to the right of the question.
- d) Do not include too many blanks.

### Bloom's Levels:

- Knowledge
- Comprehension
- Application

### **Examples:**

The thin membrane that separates the inner ear from the external ear is commonly called the \_\_\_\_\_.

This question is very clear in its desired response. In addition, it assesses recall of knowledge-level processing.

Example of a poorly executed short-answer question:

- Evaluation designed to assess a program as it develops is \_\_\_\_\_.

This question does a poor job of specifying exactly what information it is looking for. It's conceivable that students could create any number of answers to this question. Changing the question to "The type of evaluation designed to assess a program as it develops is called \_\_\_\_\_" creates a more accurate question, clearly asking students to respond with the name of an evaluation type.

### **Multiple-choice Questions:**

Multiple-choice items present a question and ask students to choose from a list of possible answers. Most multiple-choice questions feature one correct answer, and two to four "distractor" choices that are not correct. Questions can take the form of incomplete sentences, statements, or complex scenarios.

### **Characteristics of multiple choice questions:**

- ❖ Consists of a problem and a list of suggested solutions.
- ❖ Stated as a direct question or an incomplete statement.
- ❖ Suggested solutions may include words, numbers, symbols or phrases.
- ❖ Students are typically requested to select one correct or appropriate answer.
- ❖ Relatively free from response set.
- ❖ Plausible alternative makes the result amenable to diagnosis.

### **Use of multiple-choice items:**

#### Measuring knowledge outcomes:

1. Knowledge of terminology.
2. Knowledge of specific facts.
3. Knowledge of principles.
4. Knowledge of methods and procedures.

#### Measuring outcomes at the understanding and application levels:

1. Ability to identify of the facts and principles.
2. Ability to interpret cause and effect relationship.



3. Ability to justify methods and procedure.

### **Construction of multiple choice questions:**

- ✓ Stem of the item should be meaningful and present a definite problem.
- ✓ Stem should include as much of the item as possible and free of irrelevant material.
- ✓ Use negatively stated item only when significant.
- ✓ Alternatives should be grammatically consistent with stem of item.
- ✓ Item should contain only one correct or clearly best answer.
- ✓ Items used to measure understanding should contain some novelty, but not too much.
- ✓ All distracters should be plausible.
- ✓ Verbal associations between the stem and the correct answer should be avoided.
- ✓ The relative length of the alternatives should not provide a clue to the answer.
- ✓ The correct answer should appear in each of the alternative positions an approximately equal number of items, but in random order.
- ✓ Use sparingly special alternatives such as “none of the above” or “all of the above”.
- ✓ Do not use multiple choice items when other item types are more appropriate.
- ✓ Break any of the above said rules when you have a good reason for doing so.

### **Advantages:**

- i. Measures various types of knowledge and complex learning outcomes.
- ii. Ambiguity and vagueness are avoided because of the alternatives better structure the situation.
- iii. Students cannot receive credit simply.
- iv. Greater reliability.
- v. Easy to construct.

### **Disadvantages:**

- i. More challenging to write.
- ii. The difficulty of finding a sufficient number of incorrect but plausible distracters.
- iii. Not well adapted to measure problem solving skill.
- iv. Limit learning outcome at the verbal level.
- v. Multiple-choice assesses recognition over recall.

### **Conclusion:**

Tests are having their own importance in their own way whether it's standardised or non-standardised. So it's important for the teacher to know which test will be reliable and valid according to needs of the student and make use of the tests accordingly.

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### Short Answer Type Tests (Restricted Response Tests)

The student responds by selection of one giving filling in a word or phrase. It does

Questions should be drafted in such a predetermined a precise concept. The expressed in different forms. Ideally only

or more of several given alternatives by not call for an extensive written response.

way that, the answer calls for a answer is expected in short and can be one answer is acceptable.

### Principles for Preparing Short Type Item

- Use action oriented precise verbs.
- Each item should deal with important content area.
- Question can be as long as possible, but answer should be short.
- Use precise, simple and accurate language in relation to the subject matter area.
- Provide the necessary space for answer below each question asked.

### Advantage

- Easy to score, reliability of the score improved, quick response.

### Disadvantages

- Difficulty in construction of reliable items.

### Objective Type Tests

To seek more objective measurement of teaching-learning results. A set of standardized stimuli that elicit samples of behaviour. These tests can be used to measure rating modern, application of principles and different abilities as well as actual knowledge depending on the way they are prepared.

It refers to any written test that requires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demands on objective judgment when it is scored.

When questions are framed with reference to the objectives of instruction, the test becomes objective centred test. If it is objectively scored called as objective type test item.

The system of scoring is objectives and it will not vary from examiner to examiner.

#### Forms of Objective Type tests

##### 1. Teacher Made Tests

- a) Recall type-Simple recall; Sentence completion items.
- b) Recognition type-Multiple choice type; Matching; Alternative response (True or false).
- c) Others-Rearrangement; Analogy; Identification; Context-dependent type (Pictorial form, Interpretative).

##### Merits of Objective Type

- Easy for scoring.
- Objectivity in scoring.
- It will not vary from time to time or from examiner to examiner.
- More extensive and representative sampling can be obtained.
- It reduces the role of luck or cramming of expected questions.
- Greater reliability and better content validity. Economy of time; takes less time saves a lot of time of the scores.
- It eliminates extraneous factors, e.g. Speed of writing, fluency of expression, neatness, literacy style.
- It measures the higher mental processes of understanding, application, analysis, prediction and interpretation.

##### Disadvantages

- Takes a lot of time and effort in preparing the test
- Provides little or no opportunity for measurement of students' ability to organize and to express thoughts.

##### Limitations

- Ability to organize matter, Ability to provide matter logically coherent fashion cannot be evaluated.
- Guessing is possible.
- The construction of items is difficult, requires special abilities and is time consuming.
- Printing cost is high.

##### 2. Multiple Choice Items

These are the most flexible and most effective of objective type test items and consists of 2 parts.

- The stem-which presents the problem, presented in the form of an incomplete statement or a question.
- The options or responses-the list of possible/correct answers/possible distractors.

#### Directions for Preparation of Choice Items

- Have enough content in the stem with less distractor but avoid lengthy stem.
- Use positive statement in the stem. If negative statement is to be used then underline it or write in capital letters, so that it will not be overlooked.
- Stem consists of complete statement, not just a single word.
- Place all common elements in the stem to add up simplicity and compactness to the item.
- The stem of one should not suggest the answer to another.
- Eliminate all unrelated details from an item.
- Use plausible or logical distractors.
- Avoid the use of clues that may suggest correct answer.
- Be sure that the distractors and the correct response possess homogeneity, i.e., they should be fairly similar in content or in the total number of words.
- Be cautious of the use of 'none of the above' as a distractor or as a correct answer.
- If it is impossible to obtain more than three plausible responses, do not waste time trying to invent some others.
- When dealing with items that have numerical answers, arrange them in order from large to small or vice-versa.
- Arrange the place for the correct answer, in such a way that, for the test as a whole, no letter corresponding to a given answer appears more frequently than some other letter.

#### Advantages

- Ensure objectivity, reliability, and validity.
- Provides constructive criticism.
- The range and variety of facts can be sampled in a given time.
- Provide precise and unambiguous measurement of the higher intellectual processes.
- Provide detailed feedback for both students and teachers.
- Easy and rapid to score.

#### Disadvantages

- Takes a long time to construct in order to avoid arbitrary and ambiguous questions.
- Also require careful preparation to avoid questions testing only recall.
- Provide cues that do not exist in practice.
- Costly, when the group is small to respond.

### 3. The Alternate-response Items

It is essentially a two-response item in which one of the answers is presented and the student judges the truth or falsity of the statement. Types: True-false; Yes-no; Right-wrong; Cluster variety; Correction variety.

True and false items

Question or declaratives statements followed yes/no or true/false.

- The student is asked to tick mark the correct response.
- Easy to prepare, takes comparatively much less time when compared to matching or multiple choice.

Directions for preparation of true or f items:

- Give single idea clear and direct in statement.
- Avoid ambiguous statements.
- Avoid using clues like: Usually; No; Sometimes; Should; None; Always; Nothing; May, etc.
- Avoid 'trick' and 'catch' items.
- Have equal number of 'true' and 'false' items.
- Determine the order of 'true' 'false' by chance.

Advantages of Alternate Response Items

- Good for young children, who have poor reading habits.
- They can cover a large portion of the subject matter in a relatively short space and short period of time.
- Provide high reliability per unit of testing time.
- Can be scored quickly, reliably and objectively.
- Suitable to test beliefs, misconceptions, superstitions.
- Adaptable to most content areas.
- More easily constructed than other objective type items.
- Directions are easily understood.
- Time-saver.
- Conveniently used to measure the ability.
- To identify the correctness of statements.
- To distinguish fact from opinion.
- To recognise the cause and effect relationship.
- If carefully constructed, they can measure the higher mental processes of understanding comprehension, application and interpretation.

Limitations

- Undue influence by good or poor understanding, or luck in guessing.
- More susceptible to ambiguity, misinterpretation, therefore low reliability.
- Lend them most easily to cheating.
- Tend to be less discriminating.

#### 4. Matching Type Item

These items form a special form, prepared in two columns. One set is called the 'response column' and the other is called 'stimulus column' the items have to be matched. The examinee is required to make some sort of association between each premise response. He pairs the corresponding elements and records his answers.

##### Directions for Preparation of Matching Type Items

- The matching items should be of same kind in nature.
- The number of choices should be more than the required answer., e.g. 7 choices for 5 answers.
- Number of items should be short.
- Keep the stimuli and response columns on the same page.
- Give some heading to both the column like 'A' or 'B'.
  
- Items in one of the two columns may be listed in some logical order, but the item in the other must have a random sequence, so that item position does not give a clue to that which it matches.
  
- Clear cut directions should be given regarding columns to be matched, how the response is to be written, e.g. in words, letters or numbers.
- An answer choice may be used more than once.

##### Uses of Matching Tests

- It should be used only when the teacher is constructing multiple-choice items and discovers that there are several such items having the same alternatives.
- Used if the teacher is interested in testing the knowledge of terms, definitions, dates, events and other matters involving simple relationships, etc.
  
- Used to determine whether a pupil can discriminate among nouns, verbs, adjectives, adverbs, etc.

##### Advantages

- They require little reading time, many questions can be asked in a limited period of testing time.

- Provides an opportunity to have a large sampling of the content, which ultimately increases the reliability of the test.
- Amenable to machine scoring or even with hand-scoring, they can be scored more easily than the essay or short-answer test.
- Can be constructed easily and quickly.
- Space can be saved.
- Less opportunity for guessing because all the responses are plausible distractors for each premise.

#### Limitations

- If sufficient care is not taken in their preparation, they may encourage serial memorisation rather than association.
- It is sometimes difficult to get clusters questions that are sufficiently alike so that a common set of responses can be used.
- Items are likely to include irrelevant clues the correct answer.
- They cannot be successfully used to measure understanding or the ability to discriminate to the difficulty of finding homogeneous responses that are answers to a certain premises and that are, for other premises; distractors requiring careful thought before rejection.

#### 5. Problem-situation Test

It describes the situations followed by possible solutions or conclusions and a series of plausible reasons supporting these solutions are given. The student by applying various principles & basic concepts is expected to select the best solutions to the problem, gives reasons to substantiate her choice of a solution. The problem is so constructed that the solution and the supporting reasons can be indicated by the student quickly and easily with minimum amount of writing.

#### Advantages

- Used to represent those patterns of behaviour that constitute nursing competence.
- Specification of acceptable level of competence.
- Less time consuming for the student to answer.
- Useful to determine ability to apply principles to new or relate situations.

#### Disadvantages

- Time consuming to prepare.
- Requires greater skills to prepare valid, reliable problem situations.



- Require more space than other objective type.

### Oral Examinations

An examination consisting of a dialogue where the examiner asks questions and the candidate will reply.

- Short open answers based on educational objectives.
- MCQ.
- A series of questions not necessarily interrelated questions.

This type exam suffers from a scarcity of examiners who are really capable of making the best use of it in practice.

### Aim

To assess a student's ability to communicate orally with another person.

To use simulation methods, e.g. role-play, telephone conversation.

### Advantages

- Provides direct personal contact with the candidates.
- Provides opportunity to take mitigating circumstances into account.
- Provides flexibility in moving from candidates' strong points to weak points.
- The candidate has to formulate his own replies without cues.
- Possibility to question the student, how he arrived at an answer.
- Opportunity for simultaneous assessment by two or more examiners.

### Disadvantages

- Lacks standardization, objectivity and reproducibility of results.
- Permits favouritism and possible abuse of the personal contact.
- Suffer from undue influence of irrelevant factors.
- Shortage of trained examiners to administer the examination.
- Costly in terms of professional time and limited value of the information.

### Practical Examination

To develop appropriate professional skills over a period of time with consistent practice. Transportation facilities should be provided to take the students to the place of examination.

### Purposes

The practical examination should be conducted in actual fields i.e., hospital, clinic, wards and health centres associated with parent school of nursing. To assess:

- The ability of student to give care in a practical situation.
- The attitude of the student towards client.
- Able to meet the needs of the client and work along with others.
- Expertise in nursing techniques.
- Ability to give the best nursing care possible according to the facilities available in the field.
- Ability to give need based health education.
- Skills in proper recording and reporting.

#### Physical Arrangements for Conduct of Examination

- College faculty has to meet with hospital Superintendent and ward in-charges takes permission to conduct the examination in the hospital. Faculties along with the cooperation of staff select and arrange the centre for examination.
- Examination centres should be selected in advance depending upon the specialities offered.
- The varieties of nursing care situations, adequacy of facilities of equipment and supplies, place for examiners and other factors should be kept in mind while selecting the place of examination.
- To practise nursing procedures required equipment has to be placed.

#### Procedure

- Examiner has to arrive one day prior to the examination, to visit the clinical area selected, held discussions with the school faculty, and the clinical staff regarding nursing care situations available.
- Examiners must prepare a written plan of the assignments, areas they plan to give to the students.
- General plan for examining and grading the students should be discussed among the examiners.
- They will allow the students to do systematized care based on nursing process.
- Each examiner will examine 10-15 students per day.
- Evaluate the performance of the student in a practical situation and the procedure of carrying out the assignments.

- The teacher has to give assignments in writing by lottery method.
- The examiners have to provide conducive environment for the students to perform care in nursing situations.
- Examiner should allot case, prior she has to prepare list of client along with diagnosis in single chits, allotting the clients by lottery method; 30-45 minutes will be given for each student to collect the history of client and to diagnose the problems of the client and meet their needs by applying the principles of nursing process.
- Examiner should test the students' knowledge of the principles underlying the nursing care carried out for the patient.
- All aspects of total client care should be considered for total evaluation.
- Examiners make sure that the students should have their register number, admission cards, and necessary files with them.
- Examiners will observe the care given by the students and educational activities carried out by them; depending upon convenience either bedside viva or separate viva will be conducted.

#### Advantages

- Provides the opportunity to test all the senses in a realistic situation.
- Possibility of performance evaluation in clinical situation.
- Tests for investigate abilities, apply readymade recipes.
- Attitudes of the students can be observed a tested including the responsiveness to a complex situation.
- Rapport will be established.
- Provide opportunity to observe and test attitudes and responsiveness to a complex situation.
- Provide opportunity to test the ability communicate under pressure and to arrange the data in a final *form*.

#### Disadvantages

- Lacks standardized conditions in bedside examinations/providing care/doing a procedure with patients of varying degrees cooperativeness.
- Lacks objectivity and suffers from irrelevant factors.
- Limited feasibility for large groups.
- Difficulties in arranging for examiners to observe the candidates demonstrating the skills to be tested.
- Emergencies in the ward may act as a hindrance.

- Takes longer time to complete examination for the whole group.

### INTERNAL ASSESSMENT V/S EXTERNAL ASSESSMENT

#### Strengths

INTERNAL ASSESSMENT	EXTERNAL ASSESSMENT
<ul style="list-style-type: none"> <li>• Based on substantial sample of student performance, overtime &amp; over full range of the syllabus requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an objective assessment of students' performance independent of the students' personal relations with the teacher or the school attended.</li> </ul>
<ul style="list-style-type: none"> <li>• Can assess aspects of a course not amenable to external examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines common standards of performance required against a syllabus.</li> </ul>
<ul style="list-style-type: none"> <li>• Can contribute to learning process in a more natural manner as assessment occurs throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a basis for fair comparison of students between schools.</li> </ul>
<ul style="list-style-type: none"> <li>• Provides motivation for the students to work continuously throughout the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps assure syllabus coverage.</li> </ul>
<ul style="list-style-type: none"> <li>• Can accommodate different learning styles of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assures authenticity of students work.</li> </ul>

#### Weakness

INTERNAL ASSESSMENT	EXTERNAL ASSESSMENT
<ul style="list-style-type: none"> <li>• May be biased for or against a student by the teacher student relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Can cover only limited syllabus within the stipulated time.</li> </ul>
<ul style="list-style-type: none"> <li>• In some cases take undue account of early performance in a course and disadvantage those who are late bloomers.</li> </ul>	<ul style="list-style-type: none"> <li>• Can capture only a small sample of student performance, even on the topics tested, within the 3 hours.</li> </ul>
<ul style="list-style-type: none"> <li>• Can change the relationship between teacher &amp; student by casting the teacher in the role of a judge instead of a support person.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be biased against students who don't perform well under unique pressure of examination.</li> </ul>
<ul style="list-style-type: none"> <li>• Difficult to ensure authenticity of some student work.</li> </ul>	<ul style="list-style-type: none"> <li>• May encourage concentration in teaching on those aspects of a course which are most readily assessed by an external examiner</li> </ul>
<ul style="list-style-type: none"> <li>• Can be undertaken with variable criteria from school to school.</li> </ul>	<ul style="list-style-type: none"> <li>• May encourage short term learning.</li> </ul>

#### Conclusion:

The realisation of educational goals & objectives in the educative process is based on the accuracy of these judgements & inferences made by the decision makers at every

stage to arrive at a good decision, the test, the measurement & evaluation are being used in all educational institutions. Thus evaluation has become a part & parcel of every system of education to determine the achievement of goals by students in a given period.

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