

Early Child Care AND EDUCATION

FOR UNIVERSITIES &
COLLEGES OF EDUCATION.



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CHAPTER 8
ASSESSMENT AND EVALUATION IN EARLY
CHILD CARE AND EDUCATION

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Introduction

The benefits of any educational endeavour can only be ascertained after a conscious assessment of the effect of the teaching/learning process. Assessment is a process that involves the collection, processing and interpretation of results from the measurement of various aspects of educational objectives in order to establish the value, level or worth of progress made by or changes observed in the individual (Joshua, 2005).

Educational assessment involves the use of both formal and informal tests and measurement procedures to evaluate the outcome of the teaching/learning on the recipient, in this case, the child. Assessment therefore embodies the concepts of test, measurements and evaluation of the cognitive affective and psychomotor domains of learning (Udoh & Joseph, 2000). To clearly appreciate the concept of educational assessment, other related and relevant concepts as test, measurement and evaluation must be understood.

The objectives of this chapter are to:

- (i) Explain the meaning and scope of educational assessment and evaluation.
- (ii) Examine the indices of educational attainment.
- (iii) Explain the different assessment and evaluation methodologies in education.

Meaning of test

Test is to the teacher what tape is to the carpenter. It is primarily the measuring instrument that enables the educationist to collect information on the abilities and changes that have occurred in the child after being exposed to learning. From the educational stand point, Test is defined as a series of tasks employed to obtain systematic observations which are assumed to represent educational or psychological attributes. Thus a typical test entails the answering of questions on the basis of which the examiner uses to establish the existence and the possible characteristics of the attribute that is measured. For any test to be meaningful and usable there must be the weighting of the examinee's responses—this brings into focus the concept of measurement.

Meaning of measurement

Measurement is that aspect of educational assessment that helps the teacher to add meaning in terms of the value of what has been acquired by the pupil as a result of learning. It is the process where numerical value is attached to the responses made by the pupil to the test items. By definition, therefore, measurement is the assignment of numerals to objects or events according to

rules. The assigned numerals enable the results of the test to take on quantitative meaning. The relative value of the student's gains from an educational pursuit is assessed on the basis of the strength of numeral allotted to the student's performance on a test. This value will then form the basis of the judgement (evaluation) of the performance of the pupil.

Meaning of evaluation

Evaluation in education is defined as a systematic process of collecting, analysing and interpreting information (data) to determine the extent to which pupils are achieving instructional objectives (Joshua, 2005). This entails using this information to establish or judge the value, or worth of a programme, product, procedure or objective. With specific reference to the education of the child, evaluation is primarily concerned with the using of test scores from either the cognitive, affective or psychomotor domains of learning in taking decisions about the value or worth of what the child has achieved after being exposed to the teaching learning process.

Summarily, Assessment—as a concept—is the interplay and the inter-relatedness of test, measurement, and evaluation. While test is the instrument used to elicit the necessary level of achievement of set objectives, measurement is the process through which numerical value is allotted to the response of the pupil to the test items, and evaluation is the value judgment of the

perceived worth of the out- come of the test in relation to the laid out objectives.

For instance, if a mathematics test is administered to a pupil and the pupil has a score of 80%. The teacher remarks reads excellent. The test in this case is the instrument of measurement while the 80% score in the numerical/quantitative value given to the pupil response to the test is the measurement process while the value judgment “excellent” is the evaluation of the performance of the pupil on the test. This process is an inherent part of any educational process.

According to Nenty (1991), Assessment is based on the internal standards of the assessor and has an interactive interplay that results in the value judgment of the worth of progress and changes made or changes observed in the pupil on the basis of the results of formal and informal tests, observations of the pupil's behaviour and skills as he interacts with his environment.

Assessment is a more global and more encompassing concept that entails an intrinsic and wholesome interpretation of data/information from formal and informal measurement procedures of the cognitive, affective and the psychomotor attributes of a child.

Objectives Of learning

A child's behaviour is the composite interplay of the cognitive, affective, and psychomotor domains of learning. To have a wholesome academic assessment of the child therefore, the different facets of behaviour must be comprehensively considered. This emphasizes

the need to use tests that specifically assess the different domains of learning. To achieve this, the test constructor may find the Taxonomy of Educational Objectives, as given by Bloom (1956), to be a very useful tool. This classification system divides educational objectives into three major domains namely: the cognitive, affective and psychomotor.

Cognitive objectives focus on the mental processes and the intellectual skill of the learner; Affective objectives are those objectives that are concerned with feelings, emotions, which culminate into attitudes values and interests; while Psychomotor objectives deal with physical and motor skills the child is expected to acquire. To understand and appreciate the inherent goodness in this tool for the educator a detailed analysis of each domain is needful.

The cognitive domain

The cognitive domain is concerned with knowledge outcomes and intellectual abilities. It focuses on how the pupil acquires and uses knowledge. The structure of the composition of this domain is hierarchical in nature, thus Bloom (1956) developed a scale comprising of six levels ranging from simple concrete behaviour to complex more abstract outcomes. The levels include: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

To examine the pupil's acquisition of the cognitive aspect of learning the Achievement test is the tool often

manner it was learned. Some words often associated with knowledge questions include: state, name, write, recall, recognise, define, select, list, identify, where, what, who, when, which, how many.

Comprehension

Comprehension is the second level in the cognitive domain. It represents the lowest form of understanding. At this level, the learner is expected to have a full grasp of the information taught and be able to assimilate in order to make use of it. The comprehension level is further sub-divided into three namely

- Translation
- Interpretation
- Extrapolation

Comprehension questions ask for the demonstration of understanding of ideas by being able to translate ideas and information from one form of communication to another; interpret by making comparisons and showing relationships among ideas and information leading to extrapolation. Comprehension questions use words such as: predict, contrast, compare, differentiate, illustrate, formulate, explain, describe, rearrange, give examples, convert, distinguish, translate, why, and so on.

Application

This level of learning requires the pupil to be able to recall and apply general ideas; procedural rules, generalized methods, technical principles or theories to new but relevant and related situations. Questions on

application require respondents to use principles, methods, rules, concepts and theories in a new and concrete situation to solve problems. Most numerical problems fall under this class. Words used while asking application related questions include: show, demonstrate, construct, relate, prepare, predict, choose, use, perform, assess, find, calculate, apply, solve, change, produce, and how.

Analysis

This is the fourth level in the hierarchy of the cognitive domain. Analysis is concerned with the breaking down of facts, information or ideas into component parts in such a way that the inherent connections and relationships are understood. The analysis category has three elements, namely:

- (a) Analysis of elements
- (b) Analysis of relationships and
- (c) Analysis of organizational principles.

Question that test this level of learning outcome demand a breakdown of elements, relationships and organisation of principles. They test the ability to apply a principle or idea to a problem situation the solution which involves two or more stages. Action words that go with questions testing analysis are: justify, resolve, criticize, why, contrast, determine, separate, support, infer, differentiate, conclude, identify, which, analyze, breakdown, and select.

Synthesis

Synthesis has to do with the bringing together, or blending of elements and parts to form a new whole. This involves the assemblage of parts, pieces and elements, reorganizing them to produce a new structural pattern which was previously non-existent. This level of the cognitive taxonomy is further sub-divided into

- (a) Production of unique communication
- (b) Production of a plan or proposed set of operation
- (c) Production of a set of abstract relations

In order to assess pupil's at the synthesis level of cognitive learning, questions that examine the unique set of abstract relations by displaying the ability to put ideas together to form a new whole are set. This level's questions are composed with verbs such as: summarize, organize, combine, restate, argue, discuss, derive, relate, generalize, conclude, create, design, suggest, plan, produce, generate, construct, and formulate.

Evaluation

This is the highest level of the cognitive domain. Evaluation involves the passing of value judgment on the methods and materials used in the teaching learning process. The judgment could be qualitative or quantitative in nature and the criteria used may be determined by the learner or it could be outlined by someone else e.g. the teacher. The evaluation category is sub-divided into

- (a) Judgment in terms of internal evidence
- (b) Judgment in terms of external criteria.

Evaluation questions ask for the usefulness, limitations or criticisms of facts. They involve an assessment of ability to make value judgement of what one has learnt. Keywords associated with evaluation questions include: defend, evaluate, determine, judge, criticize, choose, assess, appraise, decide, support, recognize, avoid, identify, on what basis, attack, and select.

The affective domain

The affective domain also employs the hierarchical order in acquiring values from the low level of awareness to the highest level of internalization. The composition of the domain includes:

- (i) Receiving
- (ii) Responding
- (iii) Valuing
- (iv) Organization
- (v) Characterization

a) **Receiving (Attending):** If the learner is to acquire the affective skill intended by the teacher, the learner must be sensitive to the existence of those stimuli and be willing to receive or attend. This category of the affective domain is sub-divided into:

- (i) Awareness level - where the pupil attention is simply attracted to the stimulus.
- (ii) Willingness to receive - is a state where the learner consciously pays a particularized attention to the identified stimulus.

- (iii) Controlled or selected attention: the pupil consciously looks out for the particular stimulus.
- b) **Responding:** This is the level where the pupil expresses interest thereby he willingly and actively participates or interacts with the said stimulus. This level is sub-divided into:-
- (i) Acquiescence in responding – where he complies with expectation
 - (ii) Willing to respond - response primarily because of an inner compulsion
 - (iii) Satisfaction in response – derives emotion fulfilment due to response. At this point he attaches emotional importance and value to the stimulus.
- c) **Valuing:** This third level of the affective domain indicates that a thing, phenomenon, concept or behaviour has worth to someone. Its sub-division includes, acceptance of a value – an overt and consistent expression of the learner's desire to develop the ability and hold strongly to the thing, phenomenon, concept or behaviour (value). Preference for a value – overt behaviour to affirm is relative acceptance in the face of contending alternatives.
- d) **Commitment:** Shows faith in the power of reason for his choice.
- e) **Organization:** Continuous internalization of values brings the individual to a situation where more than one value is relevant, this necessitates

an organizing system of values which culminates into

- (i) Conceptualization of value and
 - (ii) Organization of a value system.
- f) **Characterization:** This is the highest level of the affective domain. Here the individual has to internalize the value of choice to an extent that it is possible to identify (characterize) the person in relation to these values. This level is further subdivided into:
- (i) Generalized set: view all problems in terms of the prevailing value system.
 - (ii) Characterization: develops a philosophy of life that is consistent with the value identified with.

The psychomotor domain

This aspect of learning is concerned with the development and use of body muscles and the body's ability to co-ordinate its movement. This domain of learning is primarily critical for the preschool and primary school pupil because at this stage of the child's development, motor skills such as writing and drawing are essential and must be given adequate attention. The major elements of this classification are as follows:

- (i) **Perception:** For this learner to be able to perform a motor acts or skill, he must first become aware of objects, qualities or relations through the sense organs. This underlies the

situation interpretation—action chain which leads to the performance of the motor activity.

- (ii) **Set:** The learner must adjust (mentally, physically or emotionally) to be able to perform the new skill. This preparatory adjustment is called set.
- (iii) **Guided Response:** There is an overt behavioural act of an individual under the guidance of other individuals in the process of performing the motor activity.
- (iv) **Mechanism:** At this level the learner has achieved a certain confidence and degree of skill in the performance of the act. The learner can on his own now habitually respond to the learnt stimuli.
- (v) **Complex Overt Response:** At this level the learner can efficiently and smoothly carry out motor activities that are considered complex with minimum expenditure of time and energy.
- (vi) **Adaptation:** Here, the learnt skills are so well developed that the individual can modify movements or patterns to fit special requirements or novel situations.
- (vii) **Origination:** The learner at this level of psychomotor development is able to create new movement patterns to fit a particular situation of specific problem. Learning at this stage emphasizes creativity based on highly developed skills

To assess each of the foregone domains of learning, instruments that address the peculiarities of each domain are developed and put to use. Some of these instruments are discussed below.

Instrument for assessing a pupil's cognitive domain

Test is the most widely used instrument in the measurement of a pupil's cognitive ability. This is because the important properties which characterize a good test namely the uniformity of the scale, test reliability, and validity can easily be ascertained.

Depending on the purpose of the test, the following kinds of tests can be put to use to establish a child's cognitive ability:

(i) **Achievement Test:** This test measures learning that has taken place recently. It is often related to a specific school subject. It focuses particularly on the present; that is, it measures the present level of knowledge in a particular subject area where learning has presumably taken place. Achievement tests can be categorized into standardized and teacher-made tests, when considering who made the test. This article is primarily focused on the teacher-made test used in our schools. We shall concentrate more on this later in this chapter.

(ii) **Aptitude Test:** Aptitude test is used to measure an individual's inborn talent or capacity to do a particular thing in the future. Thus, an

aptitude test is meant to affirm a child's ability to acquire certain skills or behaviour when he is exposed to the relevant training. Aptitude test is primarily used to predict future performance thus, they are not meant to be used in the teaching-learning situation. Rather, they are often used to select students into schools, colleges, and universities.

(iii) **Intelligence Test:** This is a test to establish a general mental ability of the individual. It measures the child's ability to think abstractly, to integrate new experiences and to adapt to new situations. Intelligence tests are often prepared, standardized, and intended for extensive use.

Measurement in the affective and psychomotor domains

Instruments for measuring affective and psychomotor domains are not as popular and widely used as instruments for measuring cognitive ability. Affective and psychomotor based instruments measure attributes such as skills (psychomotor) habits, attitudes, interests, values, appreciation, and etc. These tests are prepared by experts in order to make sure that the instruments are valid and reliable. Among the instruments used for measuring ability in these domains are:

(i) **Interest Inventories:** This test is made up of statements or questions that guide the respondent to express his inherent disposition

or preference for a thing, activity, or concept. Although an interest inventory can be constructed to elicit response on contemporary areas of interest, some standardized and published interest inventories like Strong Campbell Interest Inventory, Kuder General Interest Survey and Vocational Interest Inventory by Bakare are available.

(ii) **Attitude Scale:** This type of instrument focuses on measuring an individual's inclination, feeling, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic or object. Different types of scales can be employed in the course of constructing Attitude scales but the most commonly used is the Likert-type agreement scale of Strongly Agree to Strongly Disagree continuum.

(iii) **Personality inventory:** This test is concerned with the typical behaviour of the individual that is, what he will do under ordinary conditions of life. This type of instrument is best constructed by experts and they are available in the form of checklists or projective inventories.

(iv) **Teacher-made tests**

Teacher-made tests are mostly achievement tests that are constructed, administered, scored, and interpreted by the teacher or group of teachers in a given school. Questions or items in such tests are based or derived from the curriculum or course content of the subject that has been

taught by the teacher. The two major types of teacher-made tests are:

- (1) Essay tests and
- (2) Objective tests

Essay Test: This type of test allows complete self expression by the pupil. Here, the examinee is expected to arrange and organize facts asked for in an understandable and convincing manner. Essay questions are useful in the assessment of the higher levels of the cognitive domain. These types of questions are not very effective in the assessment of young children and so may not be of much relevance to their teachers.

Objective Tests: these are tests that require very short or brief answers, sometimes, just a letter of the alphabet. There are basically five types of objective tests items as outlined below:

(a) **Completion or fill in the blanks item:** Here, pupils are expected to fill the gaps or blank spaces created in the stem (statement or question).

Example: A man has _____ senses.

(b) **True-false or yes-no test items:** This type of test item is primarily made up of definite statement of fact that the examinee is expected to either affirm or negate by choosing either True or False, Yes or No.

Example: A goat has four legs (**True** or **False**)

(c) **Matching test item:** This requires the matching of two or more groups of expressions or numbers. Here, *Column A* consists of the problem

statements, while the other *Column B* consists of possible answers. The examinee therefore is expected to match the correct option or answer from *Column B* to the appropriate problem statement in *Column A*. *Example:* Match the following sense organs to their functions.

Column A	Column B
Eye	Touch
Ear	Chew
Nose	Taste
Tongue	Sight
Skin	Hear
	Breath

- (d) **Short answer items:** In this type of test item, questions asked require short factual statements or phrases as answers. The answers must be very definite such that no other answer could be correct.

Example: Who is the President of Nigeria?

- (e) **Multiple-choice test item:** For this type of test item, the examinee is expected to choose the correct answer from among the available objections. A multiple-choice item consists of the stem, the key, and the distracters.
- Stem:** This is the initial or introductory part of the question in which the task is set out. It may be a question, direction, an incomplete statement, or a diagram.
 - Key:** This is the correct answer or option in the list of available options.

- Distracters:** These are the incorrect options in the list of available options.

Multiple choice varieties

A number of multiple choice varieties are available and most, if not all of them, should be represented in a given set of multiple-choice item test (Inyang, 2006). These varieties include:

- “Correct” answer variety:** In this variety, one option stands out as the correct answer.
Example: What type of movement does a fish perform?
(a) Running (b) Jumping (c) Walking (d) Swimming
- “Best” answer variety:** Here, each of the options or alternatives provided is partially correct but the best answer accounts as an indisputable characteristic or feature that applies to the object under consideration. A “Best” answer variety usually contains an option which distinguishes it from features or characteristics of a group. The correct option in the “Best” answer variety has a differentiating feature when compared with all the other options.
Example: Which of these best explains why plantain and pineapple can be grouped together?
(a) Their roots have runners (b) They are fruit plants

(c) They produce lifeless seeds (d) They Produce suckers

(c) **Incomplete statement variety:** This variety involves using a stem in which a partially complete statement is given. The respondent is required to complete the statement by selecting the correct option from the words or phrases provided in the options.

Example: The following are found in the kitchen except _____

(a) Pot (b) Stove (c) Box (d) Knife

(d) **Negative variety:** This requires an examinee to indicate which option is NOT a member of the set of options.

Example: One of these is not found in the classroom. (a) Desk (b) Bed (c) Chair (d) Ruler

(e) **Substitution variety:** This requires a respondent to select a characteristic or property among the alternatives that corresponds with or is part of the concept expressed in the stem.

Example: At traffic lights, (1) means (2)

(1)	(2)
(a) Red	(a) Run
(b) Blue	(b) Go
(c) Pink	(c) Get Ready
(d) Green	(d) Jump

(f) **Analogy variety:** This is used when comparison is made between two objects/things which have similar features. For instance, an analogy can be drawn between the white blood cells and soldiers,

where the white blood cells are seen as engaging in combat with parasites as soldiers do in a warfare.

Example: Hissing is to snake as barking is to _____

(a) Cow (b) Cat (c) Dog (d) Horse

(g) **Combined response or multiple variety:** This requires an examinee to choose from various combinations of a given set of information that gives a correct combination identified in the stem.

Example: Consider the following: (I) Father (II) Mother (III) Grandfather (IV) Child (V) Aunt

The Nuclear family is made up of _____

(a) I and II only (b) II and IV only (c) I, II, IV and V only (d) I, II and IV only

Guidelines for writing objective type questions

For a teacher to write good objective type questions, Ioshua (2005) suggests the following guidelines:

- (i) There should be one and only one correct answer or response for each question.
- (ii) All distracters should be attractive, appealing, and plausible to examinees that do not know the correct answer.
- (iii) Each item should be independent. One item should not help the examinee in answering another item on the test.
- (iv) Negatively worded items should be avoided.

- (v) Terms like “All of the above”, “None of the above”, or “Some of the above” should be avoided.
- (vi) The stem should present the problem and all qualifying phrases.
- (vii) Questions should be explicit, simple, and brief. Words whose meanings are not clear should not be used.

Guidelines for writing true-false items

- (i) Express items clearly and simply, in words whose meanings are definite and precise and known to the pupils.
- (ii) Base items on significant facts, concepts or principles.
- (iii) Avoid using words such as “Always”, “Never”, or “Sometimes” which may provide clues to the correct answer.
- (iv) Use equal number of True-False statement and make sure that correct answers do not fall in a pattern.

Guidelines for writing matching items

- (i) The examinee must know the basis on which the terms should be matched.
- (ii) Long phrases should serve as stems and the shorter ones as responses.
- (iii) Each stem should have only one correct option associated with it.
- (iv) Avoid response patterns.

- (v) Answers or responses should be more than the statements to avoid answering that last item by rationalization.

Guidelines for writing short answer or completion items

- (i) Phrase items such that there is only one possibly correct and precise answer.
- (ii) Ask questions that can be completed by a word, phrase or a sentence.

The most appropriate type of items for young children is mainly the objective type questions. In order to set the questions that will give an appropriate and representative coverage of the subject content taught and the different levels of the cognitive domains to be examined, the use of a table of specification or test blue print is necessary.

Table of specification

Table of specification or Test Blue Print is a two dimensional table that relates levels of instructional objectives (in the cognitive domain) with topics or units in the subject content area. It contains the number of items to be set from each section of the subject area per cognitive level. It is a plan that provides a guide to item construction and takes into account the relative importance of each area of the subject content as well as the cognitive level to be assessed. In assessing the cognitive domain, it is worthy to note that children exposed to early childhood education cannot be assessed for cognitive levels higher than application.

An example of a table of specification is shown below.

Subject Content (Units)	Knowledge (60%)	Comprehension (20%)	Application (20%)	Total
Addition (40%)	12	4	4	20
Subtraction (30%)	9	3	3	15
Shapes (20%)	3	1	1	5
Fractions (10%)	6	2	2	10
Total (100%)	30	10	10	50

The table shows the spread of a 50-item test where 30 questions (60%) will be knowledge based; 10 questions (20%) each will be generated for comprehension and application levels. It also shows that 20 (40%) of the items will be on addition, 15 (30%) will be set from subtraction while 5 (10%) and 10 (20%) of the items will be questions on shapes and fractions respectively.

After this test had been set and administered, for it to be of any use to the teacher, parents, and other stakeholders in the educational sector, it must be scored and interpreted.

Scoring and interpreting test results

Scoring a test means giving a numerical index to the markings or writing of the examinee. This numerical index which is actually the number of right answers given by the examinee on a test instrument is indicative of the amount or level of the measured trait as present in

the examinee. For a test to be scored properly, a marking scheme which shows the correct answers expected by the examiner, the acceptable variations, the marks (points) allocated to each answer, and the specific points allocated to subsets or stages of the correct answers must be clearly written out.

The use of a prepared marking scheme enhances objectivity in scoring. Objectivity has to do with the consistency of scores between two or more scores on the same test script. This is easily achieved with the use of a strip key or stencil or scoring machine for objective type tests. For essay tests, the issue of objectivity becomes very crucial as the personal leanings of the scorer is brought to bear.

The following suggestions are put forward in Joshua (2005) to aid scoring objectivity in essay tests.

1. Prepare an outline of the expected answers in advance.
2. Evaluate all answers to each question before going on to the next question.
3. Decide on how to handle factors that are irrelevant to the learning outcomes being measured (example, handwriting, spellings, neatness, and etcetera).
4. Evaluate the answers without looking at the examinee's name/identity.
5. If especially important discussions are to be based on the results, obtain two or more independent ratings.

Every scoring exercise usually results in numerical scores allocated to the testees. These are called raw scores. These raw scores can further be assigned grades. Grades are the alphabets that are often used to report students' performance in school. This is part of the mode of interpreting scores. Interpretation of test scores depends on the purpose of the test. Thus, a test can be given an interpretation based on either norm or criterion.

(a) Norm-referenced interpretation: For this kind of interpretation the pupil's score is compared with the score of other pupils on the same test.

(b) Criterion-referenced interpretation: Here, the pupil's performance is compared with a standard performance level (also known as cut-off-point) or criterion determined prior to testing. Here, regardless of the other pupils' scores, if a pupil scores up to the required standard, he/she has passed the examination but if he/she scores less than the required standard, then he/she has failed the test. Criterion referenced interpretation could take any of the under-listed forms.

i. Objective criterion-referenced interpretation: The pupil's performance in this case is compared with the objective(s) stated for the subject being measured to determine whether the pupil's score meets the set objective.

ii. Content criterion-referenced interpretation: Here, the pupil's score or performance is

compared to a standard of proficiency or mastery of the material covered in the test.

iii. Self criterion-referenced interpretation: Here, a pupil's performance is compared with the standard he/she had set for himself/herself prior to taking the test. If the standard set is met, then the pupil is happy otherwise the pupil has failed.

A common feature in these methods is that the pupil's score/performance is being compared with something—the score of other test takers on the same test in the case of norm referenced tests or some criteria or standard that denotes content mastery in the case of criterion referenced tests.

The essence of interpreting test results is to give meaning to the raw scores or the letter grades assigned to the testees. This interpretation is to enable parents and guardians to understand if the child has passed or failed the examination and the level of the pass. It will be on the basis of this interpretation that the decision to promote, select, and so on, will be based.

Conclusion

The assessment and evaluation of a child's educational pursuit should be a holistic procedure that must encompass the three major frontiers of education namely, the cognitive, the affective, and the psychomotor domains. The child must be exposed to tests that will help the teacher assess, measure, and eventually evaluate the extent to which educational objectives and targets have been achieved by the learner.

Tests instruments constructed by teachers ought to have an even spread to be able to objectively assess the various levels of cognition. More so, the child should be evaluated with the use of the different shade of tests items as x-rayed in this chapter.

The interpretation of the numerical outcome of the tests is meant to assist the learner, the teacher, parents, and all stake holders in taking relevant and informed decision on the educational pursuits of the child. Thus, the basis for these inferences could be the norm or a predetermined criterion. From whichever divide the issues come, the child and his good is paramount and must be protected and advance