MULTI-DIMENSIONAL EVALUATION TOOLS TO
EVALUATE LEARNERS

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The New Concept Learning :

The new concept learning is the learner's self-evaluation; it produces the remarkable results because it helps learners know their own strengths, weaknesses, styles of learning in terms of opportunities, and by reviewing the learning resources, the expectations and desired outcomes. In this context, evaluation is a planned activity that makes an educational programme more effective and useful. In this context, Bloom's taxonomy for describing the six levels of learning behaviours can help us to define the status of evaluation in the education system. He propounded that evaluation is the sixth level which requires complex valuing and weighing of information. Each level of learning relates to a higher level of cognitive ability such as Knowledge----Comprehension----Application----Analysis----Synthesis----Evaluation.

These levels help the teacher in designing activities and tests for teaching and evaluating students.

The Term 'Evaluation' :

Evaluation has been at the prime position in the teaching-learning process since a learner as well as a teacher is assessed and evaluated for measuring and accrediting them. Both the teacher and the taught have to get involved into the activities included to satisfy the purposes of the evaluation. Generally, we accept all kinds of tests, tutorials, exercises, assignments, assessments, or examinations as the tools for evaluation. However, it is necessary to define their different aspects to point out the purposes and the expected results of them after employing them the teaching learning processes. For instance, tests, both psychological and educational are the tools used for observing the behaviour displayed by the learners; they are given to elicit behaviours and to make inferences; but all times they are not meant for making inferences. They are the activities in the form of exercises, assignments, or examinations. Measurements are the methods or systems used for quantifying the performance in the form of grades, marks or ranks in the merit lists. Assessment is appraisal on the basis of measurement of performance on a task. Thus, there are various tools employed for

evaluation purposes; but the span of time, the purpose of testing, the items in the course materials, and the course ending results are the factors that mark their dimensions and the effects of the evaluation process.

The Place of Evaluation :

The curriculum designing comprises of the national educational policy, the aims and objectives set by the politicians and the educationists, the aims and objectives of the course, the course contents, teaching methodology, the classroom situations and teaching- learning practices (implementation) and the evaluation at the end of the course or the year. It also includes the internal or intermittent testing or examinations. The span of time, the purpose of testing, the items in the course materials, and the course ending results expected are the evaluation governing factors which determine the tools, the methods, and the practices for the evaluation.

　　　Therefore, the evaluation tools are framed or chosen by considering the duration of the teaching-learning of the course/ programme, the course contents, the teaching strategies, the learning situations and its outputs at the end of the course. The purpose of the multi-dimensional evaluation is to develop thinking skills, and mentalities. There are the activities like warming up, purposeful activities for developing and testing vocabulary, grammar, communication and comprehension by giving the constructionist treatment. This is the new concept learning that is the learner's self-evaluation which produces the remarkable results.

The Principles of Evaluation :

　　　There are the three basic principles of evaluation; the first is to determine whether the objectives have been achieved; the second is to select the suitable techniques to achieve the targets set; the third is to form the multidimensional strategies for the holistic evaluation of the learning activities. There are the two forms of evaluation- one is 'formative' and the other is 'summative.' The processing of studying and learning the course material for the purpose of 'feedback' is the formative assessment and evaluation; while at the end of course for the purpose of decision-making or selection is summative. One provides the information that helps changing, adapting, reviewing, or improving teaching-learning programme and the other provides information about the learner's performance or the final results.
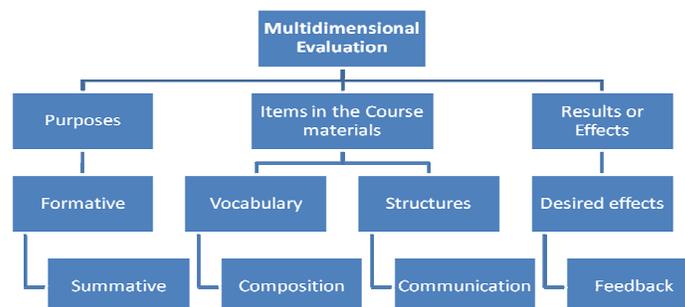
Evaluation as Feedback :

Evaluation is feedback that integrates the activities arranged to achieve the set objectives of the course through the course contents, the teaching methods, and the assignments or assessment of the learner's behaviours. It helps to correct and improve the teaching-learning practices; and validity and reliability of the course contents. In short, evaluation as feedback plays a very important role in determining the objectives of teaching and learning of the course, planning the academic programme, and measuring the learner's performance in the light of the desired results or effects of the course at the end of it.

The Steps for the Evaluation Process :

Evaluation is a deliberate and systematic process. Whichever may be the form of evaluation activity such as formative or summative, it is a deliberate and systematic process. The teacher has to employ any kind of testing and verifying tool to gather information to measure the learner's behaviour to estimate his/her strengths, weaknesses, opportunities, and threats in making of his/her personality as a capable and trained person. For that test, exercises, interviews, or examinations are to be deliberate and systematic activities to the teacher and the taught. The steps of evaluation are →to determine and estimate a learner's strengths & weaknesses→use evaluation as tool to get feedback.

The Levels of Multi-Dimensional Evaluation :

The multi-dimensional evaluation tools are observed in the curricular and the co-curricular activities in schools and colleges. Of course, the multi-dimensional tools have become the significant devices in the hands of the syllabus- designers, the teachers, and the employers who always want to capture the information for recruiting the trained staff or the personnel for their ventures.

The purpose of the multi-dimensional evaluation is to develop thinking skills, and mentalities. For that the warming up activities, like language games, puzzles, substitution tables, arguments, analyses and classifications, jotting down observations, discussions, and expressing opinions etc. are helpful to create interest for new knowledge.

The warming up activity is meant for the personal questions or opinions that help us understand the learners' skills and mental growth.

The purposeful activities follow before the text reading or comprehension activities. For example testing of the reading skill, or writing skill is necessarily tested through the reading of the passage or answering the questions asked from the text.

The comprehension activities are based on the understanding of the text; the personal views and opinions on the text materials. It also tests one's imaginative or analytical faculty. Thinking and creating something can be identified through the activities meant for diagnosis.

Thus, the activities like reading activity, vocabulary activity, grammar activity, and questioning activity are implemented by giving the constructionist treatment i.e. the new way of teaching these items.

Conclusion :

In short, the multidimensional evaluation tools are to be based on the purposes, the teaching learning items included in the course materials and the desired results or effects of the programme. While explaining these multidimensional evaluation the strategies, one has to consider validity and reliability of the testing tools to reach at the expectations, or results of the course and the learner's performance.

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