Différents formes d’évaluation

It is good to remember that:

☐ to evaluate is not only to give marks and that evaluation has other functions closely linked with the process of learning through the estimation of a given situation;
☐ establishing valid training also means setting up a coherent evaluation system.

An assessment can relate to skills, knowledge, know-how or attitudes.
This type of assessment leads to a kind of class audit and to taking stock of the skills and abilities needed to tackle new concepts.

It is sometimes tricky to work with students at an ideal and assumed level, only to find that you have to "come down to earth" and review your copy. Sometimes, without a particular prerequisite, the student will not be able to progress.
NORMATIVE SUMMATIVE EVALUATION

☑ summative because it relates to a certain number of successive learning experiences, serving as a basis for checking if well-defined objectives have been reached;
☑ normative because a student’s performance refers to a graduated scale of marks.

It represents the carrot and stick method: a method which for many students has some effectiveness because many of them only work to get good marks.
Along with the normative summative assessment, which is very rigid and sometimes unsettling for some students, it is advisable to use a criterion-referenced summative assessment which allows students to obtain a range of more stimulating marks for the students.

This is qualified as criterion-referenced because within an assignment a number of criteria are determined which, when properly observed, yield a number of points fixed in advance.

The purpose of this type of assessment is to encourage the student to classify his errors and, therefore, to identify them better.
CRITERIA SUMMATIVE EVALUATION
This type of assessment refers to training, which is the essence of the teaching profession. It is very useful because the information which results from it allows a better adaptation of the learning activities.

Students encounter difficulties, obstacles in the learning process, it is good that the teacher identifies them to give the students the tools that will allow them to overcome them. Formative evaluation is essential if we want to set up a differentiated pedagogy.
THANK YOU FOR ATTENDING TODAY!

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