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The Measurement Programme In Educational Process.

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Introduction:-

The term measurement programme as used here refers to any systematic use of tests or other non-test devices, often at regular or planned intervals and under competent direction, to solve some educational problem or to help further the purposes of the school. Put in another way, a measurement programme is undertaken whenever teachers, counselors, or other school personal use measurement in a systematic effort to facilitate the attainment of educational objective.

- 1) Measurement includes a board variety of instrument: The term measurement as used in this book includes tests, rating scales, check lists and instruments such as sociograms, anecdotal records, and the like. However in discussing the board principles of a measurement programme it would become tiresome to refer to all such devices constantly. Since it is recognized that tests are the tools which are used most often and which form the groundwork of most measurement programmes, we shall for the sake of simplicity and brevity, concentrate our discussion on the use of tests in a measurement programme.
- 2) The measurement programme is a cooperative Enterprise: Without the support and cooperation of teachers and counselors, the result of measurement progremme can scarily be utilized to the fullest extent. When some action is to be taken as a result of the programme, whether it be grouping, counseling, remedial work, or any of a dozen possibilities, teachers and counselors may defeat the very purpose for which the testing was done by not cooperating in the programme.
- 3) Responsibility for the measurement programme: A programme of any consequence is always undertaken with the cooperation and responsibility of more than one person. The programme may involve only the classroom teacher and her supervisor or principal, or the work may be planned and carried out with the cooperation of the entire staff of a school or school system.
- 4) Planning a measurement programme purposes: A measurement programme will be successful to the extent that it accomplishes the purposes for which it is designed and carried out. Therefore, it must be planned in accordance with those purposes.

This is a matter for cooperative endeavor by all concerned. While many teachers are not well acquainted with standardized tests and techniques of measurement and

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appraisal, most will know what the educational problems are and they will know of many situations in which measurement many be helpful.

Purposes of measurement programs:-

- a) Classification of pupils.
- **b)** Homogeneous grouping.
- c) Diagnosis and remedial work.
- d) Counseling and guidance.
- e) Marking.
- f) Motivation.
- g) Interpreting school to the community.
- rdisciplinary Pos h) Identification and study of exceptional children.
- i) Improvement of school staff.
- i) Educational research.

The above list is based on various studies and reports of the use of measurement in school and while not exhaustive, it probably includes most of the common purposes for which educational measurement is used.

- 5) Frequency and grade levels of testing: Questions which must be decided upon early are the frequency of the testing and the grade levels at which particular tests are to be given. In part, these matters are determined by the purposes for which the testing is intended. For example, if tests are to be given for the purposes of vocational counseling there will generally be less emphasis on and lees need for testing below the secondary level. On the other hand, diagnostic testing in arithmetic or reading will almost certainly be started in the earlier grades of the elementary school.
- 6) A minimum school-or community-wide measurement programme: No programme can be prescribed which will fit every situation. Nevertheless, some suggestions will be made to help the prospective teacher, counselor, or administrator set up a kind of priority list for the planning of a testing programme.

If only one type of test is to be given, at least as a beginning, the first choice should almost certainly be a group intelligence test. If no standardized tests have been used before, it is desirable to give a group intelligence test to every pupil.

7) Handing the test prior to administration: - The committee or person responsible should take charge of all measurement materials when they are received and keep them in a safe place until they are to be used. Obviously, if pupils have prior access to tests the results will be invalidated. The assumption in the use of a standardized test is that everyone who takes it has an equal chance and that no one has an unfair advantage.

Although classroom teachers are usually most scrupulous in such matters, their enthusiasm and eagerness to see pupils do well will sometimes lead them to give assistance which they should not give.

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- 8) Qualities of a good examiner :- Most teachers and counselors can learn to administer standardized tests success fully yet a few seem constitutionally unfitted for the task.
- a) **Ability to understand and follow directions:-**The persons who is to give a standardized test most have the ability to follow directions exactly. Sometimes these require the performance of complicated activities by the pupil and accurate timing by the examiner.
- b) Ability to maintain the attention and whole- heared cooperation of a group:-The administrator of a standards' test must be able to command the attention of a group and draw from each member his best efforts. If the test is a good one the tasks it involves and the instructions to the pupils will help the examiner hold the pupil attention.
- c) Ability to read directions aloud dearly distinctly:- Reading aloud is something of a lost art among the younger people of America, for the emphasis in the teaching of reading has shifted almost completely to silent reading. The proper administration of a group test requires that the directions be read clearly and distinctly.
- d) Ability to be objectives: A teacher measuring her own pupils with a standerised test may find it very difficult to be objective because she is aware that the test results may often conflict. Obviously wish her own judgment. She observes johnas struggling unsuccessfully with a problem in the test. And she feel that the she must give him 'just a tiny hint to help him solve it' for she has seen him solve similar problems many times.
- 9) Physical conditions of testing:- The examiner should observe a few simple rules concerning the physical conditions of testing. First, the room should be comfortable. It should be well lighted, well ventialed and well heated. The seats should be comfortable and of appropriate height. It is not uncommon to enter a room where testing is going on to find if crowded, the temperature too high or too low for comfort all windows tightly closed and the air almost unbearable.Frequently, the occupants of the room are entirely unaware of these conditions.

10) Recording And Analysing Results.

- A) Recording test results:- After the tests have been scored and checked, the results must be made a part of the permanent records of the pupil and the school most schools have some sort of permanent record for each pupil. This may be in the form of a folder providing for the recording of information such as personal and home background data, schools attended, marks, honours, disciplinary or other special actions, and results of various tests.
- B) Analyzing test results:- Before anything can done as a follow up of testing there must be an analysis of the results. The analysis may he very simple in nature, as when a pupils rank in the class is determined or it may be more complicated, as in the case of large – scale testing programmes involving hundreds of school and thousands of pupils in a large city system.
- **11) Illustrative measurement programmes:-** To complete this discussion of measurement programmes we shall offer a few illustrations representing actual practice in school system of different sizes. All of these are programmes which have been developed through local leadership and experiences.

A) A typical programme for the small school:- The first measurement programme to be described is one which any small elementary school enrolling 300 or fewer pupils can manage without outside helps, it follows closely the minimum programme presented earlier in this chapter.

It happens to be one which has been successfully administered for a number of years at the stoner school near Lansing, Michigan.

- B) A typical programme for the larger school:- The programme to be described next is one that might fit a school system of almost any size though its scope is such that it con be managed by a school of moderate size without a particularly large specialised staff. The programme calls for one part time coordinator at the elementary level and one part time coordinator at the junior senior high school level.
- **C)** A typical programme a for a city system:- The third programme to be described is one that has been developed by the long beach, california, school system enrolling approximately 65000 pupils in elementary schools and in the junior and senior high school.

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