APPENDIX II

EVALUATION
It is important for the teacher to evaluate his teaching and to assess learners performance. Both of these measurements can be carried out by determining the extent to which the intended objectives have been achieved by the end of each topic.

At the beginning of each topic, a list of specific objectives is given. Note that, the stem of each list of objectives states: -

"By the end of the topic, the learner should be able to:üh perform a certain task. Each specific objective then starts with a verb which gives the task that the learner should be able to perform by the end of the topic.

Such verbs include:
- State
- Explain
- Describe
- Relate
- Distinguish
- Prepare
- Carry out

A good assessment therefore will attempt to determine whether the learner is able to perform the task expressed by the verb.

The objectives are meant to serve certain purposes:

1) They guide the teacher to determine what the learner is expected to do. In some cases when the objectives are very specific they may demand the determination of extent to which the learner is able to perform a task e.g. the learner should be able to complete milking a cow within seven minutes is different from "the learner should be able to milk a cow"

In the first objective, assessment will not only be on the ability to milk but also within what time. Grades may then be allocated for performance of the task and for the time it takes.

2. They guide the teacher on the methodology for example, if the task is that the learner be able to explain something, then the teacher may use lecture or discussion method.

If the task is to prepare e.g. a nursery bed, then the methodology will be a demonstration followed by a practical.

3. They guide on the method of assessment i.e. if the task was to state, then the learner should be asked to state but not to explain.

If on the other hand, the objective required learners to describe, the question should read, describe but not demonstrate.

The teacher must therefore always get the verb in the objective to ask the question.

4. They guide on the depth of coverage e.g. name the tick that carries ECF is shallower than describe the tick that carries ECF.

Therefore if the objective states that the learner should be able to name, then description is not called for.

5. The teacher is able to evaluate his/her teaching through assessment of learners. The number of learners able to perform the task(s) set out in the objective(s) to a certain extent by the end of the specified time that is end of topic, shows how effective the teaching has been. The results of such an evaluation can help the
teacher to determine what changes are required in future teaching such as, changes in:-
- Teaching methods
- Teaching resources
- Time given per content area

**METHODS OF ASSESSMENT**

It is recommended that the teacher carries out continuous assessment. Since, the specific objectives state that learners should be able to perform certain task(s) by the end of the topic. Therefore, though the teacher may need to test certain contents before the end of the topic, it is important that a test is done at the end of each topic. Mid-term, end-term and end year examinations are also encouraged. Some methods of testing are:

i) Oral for example for brainstorming on a topic, exploring learners knowledge of a new topic or as an indication to the teacher whether the learners are following the lesson.
ii) Short/written quizzes at the end of the lesson or topic/short answer questions.
iii) Written assignments/long answer questions/essays
iv) Practical work - in class or field
v) Observation - this is used mostly in assessing of psychomotor and affective domain objectives

Observation will therefore include:
- Degree of exactness in performance of a task.
- Creativity
- Timeliness in completing a task and reporting
- Enthusiasm/creativity
- Care in handling materials and tools
- Care of the environment
- Co-operation/teamwork spirit

b) Leadership/planning/organization
   - Team abilities/responsibility
   - Command/respect

vi) Practical projects for individuals or groups

It is important for the teacher to understand that how a task is performed tells not only the competence gained but also the attitude with which it is done.