By using information technology for evaluation is done e-Assessment. E-testing system consists of two components: an evaluation engine, a questions bank. When given a computer test do the same as when using paper and pen, noting that computer test is extracted from a asked question bank, and displayed on the computer screen. In order to solve problems specific to a business domain e-assessment focuses on more complex forms of interactive activities require specific knowledge of a domain. Thus using WebCT-Web Course Tools the teacher offers the student to be consulted and treated with keywords and course objectives. Course topics are announced and questions arising from the course. In the WebCT find ways of testing students' knowledge in a variety of ways such as true-false, multiple chose, matching, etc.. CAT Computerized adaptive testing, successively selects questions from previous questions, exam adapting to the individual. Given the purpose of e-learning to train and educate professionals, we consider two forms of assessment that is formative and one summative assessment.

**Keyword:** e-Assessment, testing, evaluation, questions, bank, course, Web Course Tools, true/false, multiple-choice, matching Formative assessment, Summative assessment.

**E-Assessment, Learning and Appreciation**

**Form Used Now And In The Future**

By using information technology for evaluation is done e-Assessment. This is of student activities for testing and evaluation.

Once with e-learning development grow various forms of e-assessment. Thus e-assessment test contains several forms among which computerized adaptive testing, computerized classification test.
To establish teaching cognitive and practical skills of students these forms are used. Cognitive skills are assessed using their software that make up tests and practical skills are weighed by e-portfolios or software that simulates various activities.

E-testing system consists of two components: an evaluation engine, a questions bank. Assessment engine includes hardware and software used to create and provide a test. Standard hardware is used for e-testing engine so that the main feature is the functionality of the software. Several software packages are used for these programs. Questions are provided by a storage location and not part of a software. After creating the storage location, the engine uses to form a test. When given a computer test do the same as when using paper and pen, noting that computer test is extracted from a bank of question, and displayed on the computer screen.

Storage location is expensive and questions that are constructed to be stored take time to be created and stored. Installing and configuring the assessment is easy and fast. The store can purchase evaluation engines, while the bank of questions from storage location are made for each application by professors of the course.

In order to solve problems specific to a business domain e-assessment focuses on more complex forms of interactive activities require specific knowledge of a domain.

E-assessment has become used increasingly more. Compared to paper-based assessment recall its most important advantages:
• is cheaper
• students can respond immediately and have such fast feedback
• that counts not the location from which the exam is given and we have great flexibility in terms of timing
• high-security
• impartiality raised because the computer does not favour anyone and not make mistakes
• storage efficient meaning that tens of thousands of responses can be stored on a server compared with physical space necessary for storing responses on paper
• questions which the bank is stored may contain various forms of multimedia and interactivity.

Below show some of the disadvantages. E-assessment systems are expensive and are not suitable for each type of evaluation. The main expense
is not technical, but providing high quality valuation products, although this cost is identical to that used for the assessment paper.

So using WebCT – Web Course Tools teacher provides student course to be consulted and assimilated with the keywords in the course, the course objectives. Related topics of the course are announced stemming naturally from it as well as questions that result from the course.

Professor examines student during the semester it can access WebCT related platform home so that they can solve certain applications, themes, can create essays or examination can get a grid format tests. It is possible to coordinate the activity of each student individually.

Examination is done via WebCT online with immediate results.

In its use of WebCT has a series of privileges of which recall the fact that students can know the note with which they took the test immediately and can check it after the finish.

Students are protected from arbitrary and subjective process in assessing his knowledge. We may recall here that the student has access throughout the session notes online book in which are listed in the materials that make the examination. Can be selected date and time set for the exam, completing time. While answering to test students have an added convenience. They displayed on the computer screen of the time it takes from the start of the test and the remaining time, the degree of filling at a time grids, as well as the opportunity to return to a response and modify it. WebCT also gives teachers opportunities for comfortable examination, multiple and complex. Thus, the questions of which consists the test shall select at random with reduced chances to occur again at the Bank along with the neighbor. The questions are built, usually from a questions bank complex, varied and manifold.

In the WebCT find ways of testing students' knowledge through a variety of methods to review recall here some of the large number of categories on the scale it provides. So, we mention the true/false is used to check if the student remember certain details of course.

Another important key is category choose the correct multiple-choice which puts the student in a position to choose from a range of responses appropriate option proposed question the teacher.

Here meet grille matching that accounting knowledge the student regarding the concepts learned to tweak them in a lot of variations.

To check how well students have learned the material teachers
available grid completion, the student completes filling in the blanks with appropriate words from the studied material.

WebCT can be approached from the point of view of the student, the teacher and the researcher.

From the point of view of the student on WebCT e-learning platform, looking especially course content related ads and tests that will help to strengthen knowledge. They have fewer discussions, chat, wiki.

Thus students using WebCT, VLE-virtual learning environment does not suffer because of the technology, it does not inhibit learning and that use the technology in education do not create evil.

The use of online education causes students to save time and at the same time they had a quick feedback.

Usually students subscribing to e-learning and and have satisfaction to its access.

Also, when students establish their own collaborative learning mechanisms are more involved than when teachers establish these mechanisms. So after using the Blackboard system students found that working with this platform to improve their IT skills, helped them work more effectively alone or in groups helped them meet deadlines.

Thus arose global standards to create a mechanism for the exchange of high-quality evaluation.

**We recall here a series of tests used for the evaluation.**

CAT Computerized adaptive testing, successively selects questions from previous questions. The exam will adapt to the level of the individual.

The exam will adapt to the level of the individual. For example, a student asked questions gradually. If you answer a question better term will be presented with a more difficult question. If the student did not answer the question term, will be presented with a simple question. Compared to static multiple choice tests with a fixed set of items administered to all students, computer-adaptive test requires fewer test items to arrive at scores as accurate. CAT methodology also uses this format, multiple choice.

Computer-adaptive testing method is based on an algorithm with the following steps:

**Step 1.** The bank of questions available is searched for the optimal element, based on current estimates of capacity examination;

**Step 2.** Choice question is examined and expect good or wrong answer;

**Step 3.** Estimated capacity based is updated answers above
Step 4. Steps 1-3 are repeated until a termination criterion is met.

The exam begins by choosing an item of medium difficulty, or medium-easier.

Students receive different tests examined. These scores are fair, to be calculated responses according to psychometric theory, item response theory (IRT). Having regard to the aim e-learning to train and educate professionals, we consider two forms of assessment that is formative and one summative assessment.

Formative assessment is done throughout a course or project and usually is used to support learning. This form is accompanied by a student feedback. These forms of assessment are standardized diagnostic tests.

It is used by teachers to account for teaching and individual work and class.

Summative assessment is usually conducted at the end of a course or project.

These assessments are used to assign student grades. Summative assessments are evaluation exams that are meant to show the results of learning which then will be made known to students, parents, and those interested in.

We can say that the exams during the course of the formative evaluation are on the way, and the exams at the end of the course, for example in the session are summative.

Summative assessment is so called to teach evaluation when formative evaluation is a assessment that measure learning.

A form of formative assessment is diagnostic assessment. Diagnostic assessment measures the skills of a student in order to identify an appropriate program of learning, and also because this assessment can establish a programmer still learning.

We can say that self-evaluation is a form of diagnosis, being used by students to assess themselves.

Assessment that takes into account future hypothetical situations is called anticipatory evaluation.

We conclude that modern assessment is conducted online and use the Internet. There are many examples of practical tests run real time via the Internet. We believe that the future is theirs.
References


