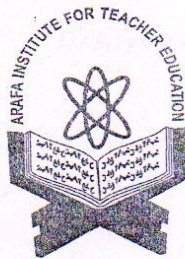


ARAFA INSTITUTE FOR TEACHER EDUCATION
ATTUR P.O, THRISSUR.



B.Ed COURSE 2018.....2020.....

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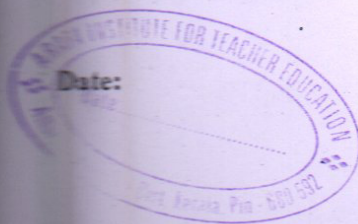
New

CONSTRUCTION OF AN ACHIEVEMENT TEST
AND DIAGNOSTIC TEST

Name:.....ANUPRIYA M.V.....

Roll No:.....AEASTEG004.....

Optional Subject:.....ENGLISH.....



(Signature)
Lecturer

Manju.P.K
Asst Prof in English Education
M.A.M Ed SETNET

(Signature)

Principal

PRINCIPAL
Arafa Institute for Teacher Education
ATTUR - THRISSUR

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Achievement Test II

1. Introduction
2. Learning outcomes
3. Planning of the test
4. Preparation of the design for the test
5. Preparation of the blue print
6. Question paper
7. Answer key
8. Preparation of questions wise analysis.
9. Marklist
10. Statistical analysis
11. Graphical representation of the data
12. Ogive
13. Analysis of the result
14. Conclusion

Diagnostic Test

1. Introduction
2. Steps involved in the construction of a diagnostic test
3. Planning
4. Diagnostic Chart
5. Identifying the area of difficulty
6. Analysis of the learning material concerned
7. Remedial teaching
8. Action plan
9. Writing of test items
10. Marklist
11. Analysis of the result
12. Conclusion

INTRODUCTION

Assessment of student achievement plays a vital role in instruction and that the main goal of assessment is to improve learning. Adequate assessment should encompass all four learning domains, i.e., cognitive, affective, conative and psychomotor. It is a critical piece of the learning process. It determines whether or not the course's learning objectives have met. Assessment affects many facets of education, including student grades, placement and advancement as well as curriculum, instructional needs, and school funding. Assessment can also help motivate students.

During my internship days in Gbets Wadakkonchery, I could conduct two achievement tests. One in high school class and one in UP class. I did these tests as a part of the paper, EDU. 301 School Internship.

LEARNING OUTCOMES

1. Read and comprehend texts in English.
2. Identify the main events of the story.
3. Construct character sketch, diary entry and appreciation of poem.
4. Enrich vocabulary.
5. Read and analyse poem.
6. Identify poetic devices.
7. Construct posters.
8. Construct proverbs.
9. Understand the use of reported speech.
10. Understand poetic devices

PLANNING OF THE TEST

Preliminary details

| | |
|-----------------------------|----------------------------|
| Name of the student teacher | : Anupriya Huss |
| Name of the school | : GbHS, Wadakkanch ery |
| Standard and Division | : IX E |
| Subject | : English |
| Unit | : Unit 2, Bonds of Love |
| Duration | : 45 minutes |
| Date | : 24/08/2019 |

PREPARATION OF BLUE PRINT

Class : IX E

Score : 25

Subject : English

Time : 45 min

| Sl. No. | Units/Content | Learning Outcomes | Language Skills | | | | | | | | | Total | |
|---------|-----------------|-------------------|------------------|------------------|----|-----------|------------------|------------------|-------------------|----|----|-------|----|
| | | | Comprehensive | | | Discourse | | | Language Elements | | | | |
| | | | OB | SA | ES | OB | SA | ES | OB | SA | ES | | |
| 1. | Maternity | 1, 2, 3, 4, 7 | (1) ¹ | (3) ³ | | | (1) ³ | (1) ⁵ | | | | | 12 |
| 2. | Song of a Dream | 3, 4, 5, 6, 8, 10 | | (3) ³ | | | (1) ⁵ | (2) ³ | | | | | 11 |
| 3. | Grammar | 9 | | | | | | | (1) ² | | | | 2 |
| Total | | | 1 | 6 | | | 3 | 10 | 3 | 2 | | | 25 |
| | | | 7 | | | 13 | | | 5 | | | 25 | |

Note :-

OB :- Objective type

SA :- Short answers

ES :- Essay type

* The number outside the bracket indicates the total marks and those inside the brackets indicates the number of questions.

INTRODUCTION

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weakness, knowledge, and skills prior to instruction. It is primarily used to diagnose students' difficulties and to guide lesson and curriculum planning. It provides information to individualize instruction. It may show a teacher that a small group of students needs additional instruction on a particular portion of a unit or course of study. He can then provide remediation for those students so that they can fully engage with new content.

It creates a baseline for assessing future learning. It shows both the teacher and the students what is known before instruction has occurred. Educational diagnosis is the basis of effective and intelligent teaching. Its major function is to facilitate the optimum development of every student.

Diagnostic test can assist the pupil

in locating one's weakness and so they can be corrected with minimum ease and economy. Diagnostic test measures real understanding, an opposed way to superficial mastery of subject areas measured by achievement of pupils in subject areas.

Diagnostic test helps to predict the possible success in certain type of courses or vocation and therefore it helps in providing guidance and counselling. It indicates the effectiveness of specific methods of teaching in dealing with specific teaching situations. Individual weaknesses can be found out which would serve as the baseline for individual correction. The causes for the difficulty in certain areas can be found out, for which remedial measures can be taken.

The steps involved in the construction of diagnostic test are purposeful planning, analysis of learning material concerning working of test items, division of items into small sections and providing of clear instructions.

PLANNING

After completing a unit, I checked the students' academic level by conducting an achievement test. The achievement test was conducted out of 25 marks. Almost all the students performed well in the examination. But I found that most students scored less marks in the discourse activity. The reason for this is the grammatical errors in them. Most of the students failed to write the discourse activity in correct tense. They are not clearly aware about the difference between present and past form of verbs.

So I decided to give remedial teaching to the students of VIth A class. I prepared five activities for the remedial teaching, to give a fair idea about tenses.

ANALYSIS OF THE RESULT

When I conducted the achievement test class 6 A, it is found that the students are not so aware about the tense forms of verbs. So I gave them remedial teaching by providing five different activities based on the past and present forms of verbs. After the completion of these activities, I conducted a post test. When the result of these post test is analysed most of the students could improve their performance. Out of 27 students, 19 students could score more than 20 marks, out of 25. Only 8 students got below 20 marks. They could do their level best in the test. 17 marks was the lowest score they got in the test. The fifth question, to construct a diary entry was the complex one given to them. Most of the students did it better. Still, some students have to improve more.

CONCLUSION

Diagnostic test is meant to provide educational guidance to pupil by stimulating their learning activities. A useful test not only provides information about students achievement but also reveals the instructional effectiveness as well. If we examine individual performance, we should be able to determine each student's degree of proficiency on each objective.

By conducting a diagnostic test in class 6 B, I could help the students to improve in their use of tense forms of verbs.

