

DESIGN OF TEACHER MADE TEST

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PAPER-C-07 (PRACTICUM-TEST PREPARATION AND
QUESTION PAPER DESIGNING)

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INTRODUCTION

A test is a procedure intended to establish the quality, performance or reliability, verbally before it is taken into widespread use. A test or examination is an educational assessment intended to measure a test – takers knowledge, skill, aptitude, physical fitness or classification in many other topics. A test is an important tool in evaluating and has great significance in measuring instructional progress of the students in the subject area.

An essential test widely known as ‘_Teacher – Made Test’, is the major basis for evaluating the progress or performance of the students in the classroom. The teacher therefore, had an obligation to provide their students with best evaluation. Teacher made test is one of the major tool for solving the teacher's purpose. These are specially designed by the teacher to his class for a special purpose, not developed by measurement expert. So these tests are commonly known as teacher made test.

Basically teacher made tests are used to evaluate the progress of the students in school. However, the specific use of tests may vary from school to school and teacher or teacher. The test results can be used for students, teachers and for other administrative purposes. These tests are very simple to use. It is very flexible so that, it can be adopted to any procedure and material. It does not require any sophisticated technique for preparation. Here, teachers can assess the strengths and weaknesses of students.

Teacher – made test is one of the most valuable instrument in the hands of the teacher to solve his purpose. It is designed to solve the problem or requirements of the class for which it is prepared. A teacher is more concerned with the teacher – made tests as he/she is directly involved in their construction. Moreover teacher made tests have an advantage over standardized tests because they can be constructed to measure outcomes directly related to classroom specific objectives and particular class situations.

Features of Teacher – Made Test :

Some common features of Teacher made test are as follows -

- A teacher – made test does not cover all the steps of a standardised test.
- The test covers the whole content area and includes a large number of items.
- Test construction is not a single man's business, rather it is a co-operative endeavour.

- Teacher – made tests may also be employed as a tool for formative evaluation.
- The items of the tests are arranged in order of difficulty.
- These are prepared by the teachers which can be used for prognosis and diagnosis purposes.
- The preparation of the items conforms to the blueprint.
- Preparation and administration of these tests are economical.
- They do not have norms whereas providing norms is quite essential for standardised tests.
- The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject.
- Teacher – made tests are least used for research purposes.

Steps in Constructing Teacher – Made Test :

➤ Planning of the Test –

In planning the test, the following should be observed :

The objective of the subjects, the purpose for which the test is administered, the availability of facilities and equipments, the nature of the testee, the provision for review and the length of the test.

➤ Preparing of the Test –

The process of writing good test items is not simple – it requires time and effort. It also requires certain skills and proficiencies on the part of the writer. Therefore, a test writer must master the subject matter he/she teaches, must understand his testee, and must be skilful in verbal expression and most of all familiar with various types of tests.

➤ Reproducing the Test –

In reproducing test, the duplicating machine and who will facilitate in typing and mimeographing be considered.

➤ Administering the Test –

Test should be administered in an environment familiar to the students, sitting arrangements is observed, corrections are made before the start of the test, distribution and

collection of papers are planned, and time should be written on the board. One more important thing to remember is, do not allow every testee to leave the room except for personal necessity.

➤ **Scoring the Test –**

The best procedure in scoring objective test is to give one point of credit for each correct answer. In case of a test with only two or three options to each item, the correction formula should be applied. Example : for two option, score equals right minus wrong ($S = R - W$). For three options, score equals right minus one-half wrong ($S = R - 1/2 W$ or $S = R - W/2$). Correction formula is not applied to four or more options. If correction formula is employed students should be informed beforehand.

➤ **Evaluating the Test –**

The test is evaluated as to the quality of the student's responses and the quality of the test itself. Index difficulty and discrimination index of the test is considered. Fifty (50) per cent difficulty is better. Item of 100 per cent and zero (0) per cent answered by students are valueless in a test of general achievement.

➤ **Interpreting Test Results –**

Standardized achievement tests are interpreted based on norms tables. Table of norms are not applicable to teacher – made test.

Uses of Teacher – Made Test :

Testing is about verifying that what was specified is what was delivered. There are some uses of teacher – made test as follows :

- Teacher – made tests can help a teacher to render guidance and counselling.
- To diagnose students learning difficulties and to suggest necessary remedial measures.
- To help a teacher to know whether the class is normal, average, above average or below average.
- A teacher – made test may be used as a full – fledged achievement test which covers the entire course of a subject.
- To assess pupils' growth in different areas.

- Skillfully prepared teacher – made tests can serve the purpose of standardised test.
- To measure students' academic achievement in a given course.
- To know the efficacy of learning experiences.
- To certify, classify or grade the students on the basis of resulting scores.
- These tests can be used as a tool for formative, diagnostic and summative evaluation.
- Good teacher – made tests can be exchanged among neighbouring schools.

Importance of Teacher – Made Test :

One of the main importance of teacher – made test is that teachers are able to specifically shape the exam around the material they've taught during their lessons. When a teacher plans to use a test someone else made, it's only fair for them to structure their lesson plans around the material that the test covers.

Teacher – made test also offer educators the chance to expand upon the information presented in a textbook. Most importantly, a teacher tends to know their students far better than an outside publishing company. By controlling the format of their tests, they can take into account the different learning styles of their students in order to more accurately assess how much the students have learned.

Table 1 : WEIGHTAGE TO THE CONTENT

Sl No.	Content	Marks
1	Chemical Reactions and Equations	20
2	Acids, Bases and Salts	30
3	Metals and Non-metals	20
4	Carbon and its Compounds	10
5	Periodic Classification of Elements	20
Total		100

Table 2 : WEIGHTAGE TO THE FORM OF QUESTIONS

Sl No.	Form of Each Questions	Marks of each Questions	Number of Questions	Marks
1	Objective type	1	10	10
2	Very short type	2	11	22
3	Short type	3	16	48
4	Essay type	10	2	20
Total				100

Table 3 : WEIGHTAGE TO THE DIFFICULTY LEVEL

Sl No.	Estimated Difficulty Level Of Question	Percentage of Marks
1	Easy	30
2	Average	50
3	Difficult	20

Table 4 : WEIGHTAGE TO THE OBJECTIVE

Sl No.	Objectives	Percentage of Marks
1	Knowledge	20
2	Understanding	40
3	Application	20
4	Skill	10
5	Evaluation	10
	Total	100

BLUE PRINT

Subject : Science Class - X

Sl No.	Content	Knowledge				Understanding				Application				Skill				Evaluation				Total	
		OT	VST	ST	ET	OT	VST	ST	ET	OT	VST	ST	ET	OT	VST	ST	ET	OT	VST	ST	ET		
1	Chemical Reactions and Equations	1(1)	-	2(3)	-	2(1)	3(2)	1(3)	-	-	1(2)	-	-	-	-	-	-	-	-	-	-	-	20
2	Acids Bases and Salt	1(1)	-	1(3)	-	-	-	-	1(10)	-	1(2)	2(3)	-	-	1(2)	2(3)	-	-	-	-	-	-	30
3	Metals and Non-Metals	2(1)	-	-	-	1(1)	2(2)	2(3)	-	-	1(2)	1(3)	-	-	1(2)	-	-	-	-	-	-	-	20
4	Carbon and its Compounds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1(10)	10
5	Periodic Classification of Elements	1(1)	-	2(3)	-	2(1)	-	2(3)	-	-	1(2)	1(3)	-	-	-	-	-	-	-	-	-	-	20
	Sub Total	5(1)	-	5(3)	-	5(1)	5(2)	5(3)	1(10)	-	4(2)	4(3)	-	-	2(2)	2(3)	-	-	-	-	-	1(10)	100
	Total	20				40				20				10				10				100	

Index

OT : Objective Type
VST : Very Short Type
ST : Short Type
ET : Essay Type

NB :

(1) Figure inside the bracket indicates the marks.
(2) Figure outside the bracket indicates the number of questions.

QUESTION PAPER

Subject – General Science Class - X

Time - 3 hours

Total Marks-100

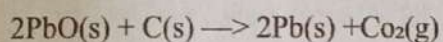
A. Choose the Correct Answer -

1x10=10

1. An element reacts with oxygen to give a compound with a high melting point. This compound is also soluble in water. The element is likely to be :

- a) Calcium
- b) Carbon
- c) Silicon
- d) Iron

2. Which of the statements about the reaction below are incorrect?



- a) Lead is getting reduced.
 - b) Carbon dioxide is getting oxidised.
 - c) Carbon is getting oxidised.
 - d) Lead oxide is getting reduced.
- i. (a) and (b)
 - ii. (a) and (c)
 - iii. (a), (b) and (c)
 - iv. All

3. Food cans are coated with tin and not with zinc because –

- a) Zinc is costlier than tin.
- b) Zinc has a higher melting point than tin.
- c) Zinc is more reactive than tin.
- d) Zinc is less reactive than tin.

4. What element has -

- a) Two shells, both of which are completely filled with electrons?

- b) The electronic configuration 2, 8, 2 ?
 - c) A total of three shells, with four electrons in its valence shell?
 - d) A total of two shells, with three electrons in its valence shell?
 - e) Twice as many electrons in its second shell as in its first shell?
5. Which of the following method is suitable for preventing an iron frying pan from rusting?
- a) Applying grease.
 - b) Applying paint.
 - c) Applying a coating of zinc.
 - d) All of the above.
6. Consider the following situations of daily life and think what happens when –
- a) Milk is left at room temperature during summers.
 - b) An iron tawa/pan/nail is left exposed to humid atmosphere.
 - c) Grapes get fermented.
 - d) Food is cooked.
 - e) Food gets digested in our body.
 - f) We respire.
7. Which one of the following types of medicines is used for treating indigestion?
- a) Antibiotic
 - b) Analgesic
 - c) Antacid
 - d) Anticeptic
8. Element X forms a chloride with the formula XCl_2 , which is a solid with a high melting point. X would most likely be in the same group of the Periodic Table as –
- a) Na
 - b) Mg
 - c) Al
 - d) Si
9. A solution reacts with crushed egg-shells to give a gas that turns lime-water milky. The solution contains :
- a) NaCl
 - b) HCl
 - c) LiCl

d) KCl

10. Which of the following statement is not a correct statement about the trends when going from left to right across the periods of periodic table.

- a) The elements become less metallic in nature.
- b) The number of valence electrons increases.
- c) The atoms lose their electrons more easily.
- d) The oxides become more acidic.

B. Write very short answer -

2x11=22

- 1. Why does distilled water not conduct electricity, whereas rain water does?
- 2. What is balanced chemical equation? Why should chemical equations be balanced?
- 3. What does one mean by exothermic and endothermic reactions? Give examples.
- 4. What are amphoteric oxides? Give an example of amphoteric oxide.
- 5. What do you mean by a precipitation reaction?
- 6. State two ways to prevent the rusting of iron.
- 7. Why do we apply paint on iron articles?
- 8. Give an important uses of washing soda and baking soda.
- 9. Name two metals which will displace hydrogen from dilute acids, and two metals which will not.
- 10. How does the electronic configuration of an atom relate to its position in the Modern Periodic Table?
- 11. What types of oxides are formed when non-metals combine with oxygen?

C. Answer the following questions -

3x16=48

1. In the Modern Periodic Table, calcium (atomic number 20) is surrounded by elements with atomic numbers 12, 19, 21 and 38. Which of these have physical and chemical properties resembling calcium?

2. Write one equation each for decomposition reactions where energy is supplied in the form of heat, light or electricity.

3. Give reasons why copper is used to make hot water tanks and not steel (an alloy of iron).

4. Compare and contrast the arrangement of elements in Mendeleev's Periodic Table and the Modern Periodic Table.

5. Use Mendeleev's Periodic Table to predict the formulae for the oxides of the following elements :

(a) K (b) C (c) Al (d) Si (e) Ba

6. Give reasons –

a) Platinum, gold and silver are used to make jewellery.

b) Sodium, potassium and lithium are stored under oil.

c) Aluminium is a highly reactive metal, yet it is used to make utensils for cooking.

7. Metal compound A reacts with dilute hydrochloric acid to produce effervescence. The gas evolved extinguishes a burning candle. Write a balanced chemical equation for the reaction if one of the compounds formed is calcium chloride.

8. Nitrogen (atomic number 7) and phosphorus (atomic number 15) belong to group 15 of the Periodic Table. Write the electronic configuration of these two elements. Which of these will be more electronegative? Why?

9. How is the concentration of hydroxide ions (OH^-) affected when excess base is dissolved in a solution of sodium hydroxide?

10. While diluting an acid, why is it recommended that the acid should be added to water and not water to the acid?

11. You must have seen tarnished copper vessels being cleaned with lemon or tamarind juice. Explain why these sour substances are effective in cleaning the vessels.

12. Compounds such as alcohols and glucose also contain hydrogen but are not categorised as acids. Describe an Activity to prove it.

13. Consider the isotopes of chlorine, Cl-35 and Cl-37. Would you place them in different slots because their atomic masses are different? Or would you place them in the same position because their chemical properties are the same?

14. Why are decomposition reactions called the opposite of combination reaction? Write equations for these reactions.

15. Fresh milk has a pH of 6. How do you think the pH will change as it turns into curd? Explain your answer.

16. Plaster of Paris should be stored in a moisture-proof container. Explain why?

D. Answer the following question -

2x10=20

1. Distinguish alkanes from alkenes and each of them from alkynes, giving one example of each. Draw the structure of each compound cited as example to justify your answer.

2. How the following substances will dissociate to produce ions in their solutions?

- I. Hydrochloric acid
- II. Nitric Acid
- III. Sulphuric acid
- IV. Sodium hydroxide
- V. Potassium hydroxide
- VI. Magnesium hydroxide

CONCLUSION

A test is a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use. Teacher made tests attempt to measure what and how individual has learnt, reflect his present standard of performance. Teacher-made tests are normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school. It is prepared to measure the outcomes and content of local curriculum. It is very much flexible so that, it can be adopted to any procedure and material. It does not require any sophisticated technique for preparation. The teacher – made test allow teachers to make decisions that keep instruction moving. Teachers can make changes immediately to meet the needs of their students. The key to teacher – made tests is to make them a part of instruction – not separate from it. Test should be instructional and ongoing. Rather than being -after- the-fact to find out what students did not learn, they should be more -before- the-fact to target essential standards. Teachers also need to make adjustments in their tests for the various learning styles, multiple intelligence and learning problems of the students in their classes. It would be impossible to address every student's need on every test, but efforts should be made to construct test that motivates students to learn, provide choice and make allowances for individual teachers.

COLLEGE OF EDUCATION, NAGAON



REPORT

**TITLE: PREPARATION OF SCHOLASTIC
ACHIEVEMENT TEST CUM RECORD**

PAPER-15

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B.Ed. 2ND YEAR

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- **INTRODUCTION**
- **TYPES OF ACHIEVEMENT TEST**
- **OBJECTIVES OF ACHIEVEMENT TEST**
- **CONSTRUCTION OF AN ACHIEVEMENT TEST**
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- **CONDUCTION OF PRE TEST (TEST I)**
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- **CONDUCTION OF POST TEST (TEST II)**
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- **COMPARISON OF PRE TEST AND POST TEST**
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INTRODUCTION:

An Achievement test is an assessment of developed knowledge or skill. Achievement tests are developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement tests are often contrasted with aptitude tests. Achievement test refer to assessments which scores are often used to determine the level of instruction for which a student is prepared. High achievement scores generally indicate that a level of mastery of grade-level material has been reached, and that the student is prepared for advanced instruction. Conversely, low achievement scores can indicate the need for further remediation or repeating a course grade level.

Achievement test is a kind of test employed to measure the amount of success or the achievement of an individual in a special area of accomplishment. In a school or an educational institution, an achievement test is a tool used to measure the nature and the extent of the students' learning in a particular subject or a group of subjects.

An achievement test is essentially a tool or a device of measurement that helps in ascertaining quality and quantity of learning attained in a subject of study or group of subjects after a period of instruction by measuring the present ability of the individual concerned.

TYPES OF ACHIEVEMENT TEST:

Achievement tests can be broadly be categorized into two types. They are:

1. Standardized
2. Informal teacher made tests

1. Standardized test:

A standardized test is a kind of test that follows the same pattern and is uniformly given to each student. The main aim or the main purpose of a standardized test is to ensure uniformity at every level. It makes the test easy. A standardized test allows easy comparison of each student and their achievement in the school. In this type of test, the questions and interpretations are consistent.

For example: SAT (Scholastic Assessment Test), AP (Advanced Placement exams) and ACT (American College Test). The standardized test is developed with the help of professional writers, reviewers and editors of the test items.

2. Teacher made test:

This type of test is normally prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmes of the school.

Teacher- made test is one of the most valuable instruments in the hands of the teacher to solve his or her purpose. The teacher made tests usually rely upon the skill of one or two teachers.

OBJECTIVES OF AN ACHIEVEMENT TEST:

1. This test helps the teacher to evaluate the extent to which the aims and objectives of education have been achieved.
2. To identify the students as gifted learners, average learners and slow learners.
3. To allow the teacher to choose the methods and techniques of teaching.
4. To know about the strengths and weaknesses of the pupils.
5. To evaluate and improve the curriculum.
6. To measure the amount of general knowledge.
7. It is also helpful in providing various scholarships
8. It gives us information about the abilities of the students.
9. It is very reliable.
10. To test the knowledge and understanding ability of the students.

CONSTRUCTION OF AN ACHIEVEMENT TEST:

Construction of an achievement test is a very serious job for a teacher. This requires adequate and advanced planning. A teacher must follow the following steps to construct an achievement test. They are:

1. Setting the objectives
2. Coverage of the syllabus or the contents
3. Decision about the types of the items or the questions
4. Decision about the time
5. Preparation of the blue print
6. Organization and arrangement of the test items
7. Writing the items and finding out their level of difficulty
8. Preparation of a scoring key

1. Setting objectives: The first and the most important step in the construction of an achievement test are setting the objectives. In all the situations, the objective of the test should

be properly defined and decided. It should be defined in terms of specific behavioural changes expected in the pupils.

2.Coverage of the syllabus or the contents: The contents which have to be covered in the test are directly related on what has been taught by the teacher in the class. The teacher should keep an outline of the learning experience given by him or her.

3.Decision about the types of the items or the questions: Decision about the type of questions to be set in the test is also a very significant and vital aspect of its construction. All the three forms of questions--- essay type questions, short answer type questions, and very short answer type questions and objective type questions should be given in the test.

4.Decision about the time: The total time given to the students in answering the achievement test items should be decided in advance.

5.Preparation of the blue print: This is the most crucial step in planning the achievement test. Blue print is a sort of design of the test paper on the basis of which the final test paper is prepared.

6.Organization and arrangement of the test items: The test items or the questions included in the test should be properly arranged and organized. The essay type questions and objective type questions should be placed in two separate sections. Items should be arranged according to the difficulty level of the items.

7.Writing items and finding out their level of difficulty: After planning the test, the teacher must start writing the test items or questions. The question paper should not be too easy or too difficult. The analysis of the test result will provide an insight into the level of difficulty of the test items.

8.Preparation of a scoring key: To ensure objectivity in scoring, it is necessary to have predetermined scoring key. The answer and procedure for scoring should be predetermined.

WEIGHTAGE, BLUE PRINT AND THE QUESTION PAPER:

CLASS VII , SUBJECT: MATHEMATICS

TABLE 1 : WEIGHTAGE TO CONTENT AREA

SL NO.	CONTENT	MARKS	PERCENTAGE (%)
1	INTEGERS	13	52
2	FRACTIONS AND DECIMALS	12	48
	TOTAL	25	100

TABLE 2: WEIGHTAGE TO DIFFERENT TYPES OF QUESTIONS

SL NO.	TYPES OF QUESTIONS	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	OBJECTIVE TYPE	2	2	8
2	VERY SHORT ANSWER TYPE	3	3	12
3	SHORT ANSWER TYPE	8	4	32
4	LONG ANSWER TYPE	12	4	48
	TOTAL	25	13	100

TABLE 3: ASSIGNING WEIGHTAGE TO OBJECTIVE

SL NO.	OBJECTIVE	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	KNOWLEDGE	3	3	12
2	UNDERSTANDING	2	2	8
3	APPLICATION	20	8	80
	TOTAL	25	13	100

TABLE 4: ASSIGNING WEIGHTAGE TO DIFFICULTY LEVEL

SL NO.	DIFFICULTY LEVEL	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	EASY	3	3	12
2	MODERATE	13	7	52
3	DIFFICULT	9	3	36
	TOTAL	25	13	100

BLUE PRINT OF THE ACHIEVEMENT TEST:

TOTAL MARKS =25

OBJECTIVE	KNOWLEDGE				UNDERSTANDING				APPLICATION				TOTAL
	O	VSA	SA	LA	O	VSA	SA	LA	O	VSA	SA	LA	
INTEGERS	1(2)					1(1)					2(2)	3(2)	13(7)
FRACTIONS AND DECIMALS		1(1)				1(1)					2(2)	3(2)	12(6)
SUB-TOTAL	2(2)	1(1)				2(2)					8(4)	12(4)	25(13)
TOTAL	3(3)				2(2)				20(8)				

NOTES: HERE, LA= LONG ANSWER TYPE QUESTIONS, SA= SHORT ANSWER TYPE QUESTIONS, VSA= VERY SHORT ANSWERS, O= OBJECTIVE TYPE QUESTIONS, FIGURES WITHIN THE BRACKETS INDICATE THE NUMBER OF QUESTIONS AND THE FIGURES OUTSIDE THE BRACKETS INDICATE THE MARKS.

QUESTION PAPER**FIRST ACHIEVEMENT TEST 2023****Class VII.****Time:45 minutes****MATHEMATICS****TotalMarks: 25**

1. Very short answer type questions -

1×5= 5

a) $(-4) \underline{\quad} 7$ {Fill in the blanks with these signs $<, =, >$ }b) $\frac{3}{5} \underline{\quad} \frac{2}{5}$ { Fill in the blanks with these signs $<, =, >$ }

c) Positive integers are called natural numbers. (TRUE/FALSE)

d) All integers are whole numbers. (TRUE/FALSE)

e) Reciprocal of 6 ?

2. Find the solutions -

2×4=8

a) $(-150)+(-125)$

b) $(-129)\times 0\times(-11)$

c) $\frac{8}{21} \times \frac{9}{20}$

d) $\frac{9}{10} \div 6$

3. Determine the value with the help of distribution rules. 3

$$99 \times 9 + 9$$

4. Divide $(\frac{3}{4} \times \frac{8}{15})$ by $2\frac{3}{4}$. 3

5. There are 20 questions in an exam. 5 marks are given for each correct answer and (-2) marks for each incorrect answer. One answered all the questions. But he got only 10 correct. What is the total marks he got? 3

6. A square vegetable garden has an area of 76.8 metres. What is the length of one side of the vegetable garden? 3

CONDUCTION OF FIRST ACHIEVEMENT TEST (PRE TEST):

The first achievement test was conducted on 3th May, 2023 in Bhugeswar Hazarika Girls H.S. School, Bebejia . I selected twenty students of Class VII to appear for the first achievement test. In the first achievement test five students scored less marks.

MARKSHEET (PRE TEST)

ROLL NO.	NAMES OF STUDENTS	MARKS OBTAINED OUT OF 25	PERCENTAGE OF MARKS (%)	STATUS
1	GITASHREE DEVI	22	88	PASS
2	DIMPI RONGHANPI	14	56	PASS
3	ANKITA DAS	14	56	PASS
4	JAGRITY KUMARI	20	80	PASS
5	PRIYAKHI BORA	21	84	PASS
6	RUNA DEVI	16	64	PASS
7	LONI HAZARIKA	8	32	PASS
8	TANIYA PATAR	15	60	PASS
9	TIRANA DEVI	9	36	PASS
10	PARINITA BORDOLOI	11	44	PASS
11	LOTA TOKBIPI	15	60	PASS
12	PINKI DEKA	18	72	PASS
13	VARSHITA DAS	12	48	PASS
14	RIMLI BORDOLOI	12	48	PASS
15	RASHMI DAS	16	64	PASS
16	LAKHIMI BORA	13	52	PASS
17	DIMPI DAS	11	44	PASS
18	PARINITA SAIKIA	19	76	PASS
19	PARISHNA BORDOLOI	10	40	PASS

REMEDIAL CLASSES FOR IMPROVEMENT:

Remedial measures should be adopted to remove the weakness and difficulties experienced by the students in a specific field of mathematics. Here, after conducting the pre-test, it was found that some remedial classes are required for the improvement of the students. So, some remedial classes are taken where proper guidance are provided to the pupils, especially for the students who scored less. Study materials, specific teaching aids and various other techniques were used to remove the difficulties of the students in that particular field.

Procedures followed for Remedial Classes:

1. Identify the poor students: First step is to identify the poor students by observing their marks in the previous tests, classroom performances, personal observation by the teacher and by interview technique.
2. Diagnostic test: A diagnostic test related to specific area is administered to locate the learning difficulties and its causes.
3. Remedial Teaching: In this phase, some remedial instructions are prepared for remedial teaching.
4. Strategy: An appropriate strategy is used for remedial teaching. After that, each test is administered to ascertain how far learning difficulties could be removed. It may suggest about re-teaching or further remedy.

WEIGHTAGE, BLUE PRINT AND THE QUESTION PAPER (POST TEST):

CLASS VII , SUBJECT: MATHEMATICS

TABLE 1 : WEIGHTAGE TO CONTENT AREA

SL NO.	CONTENT	MARKS	PERCENTAGE (%)
1	INTEGERS	10	40
2	FRACTIONS AND DECIMALS	15	60
	TOTAL	25	100

TABLE 2: WEIGHTAGE TO DIFFERENT TYPES OF QUESTIONS

SL NO.	TYPES OF QUESTIONS	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	OBJECTIVE TYPE	2	2	8
2	VERY SHORT ANSWER TYPE	3	3	12
3	SHORT ANSWER TYPE	8	4	32
4	LONG ANSWER TYPE	12	4	48
	TOTAL	25	13	100

TABLE 3: ASSIGNING WEIGHTAGE TO OBJECTIVE

SL NO.	OBJECTIVE	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	KNOWLEDGE	3	3	12
2	UNDERSTANDING	2	2	8
3	APPLICATION	20	8	80
	TOTAL	25	13	100

TABLE 4: ASSIGNING WEIGHTAGE TO DIFFICULTY LEVEL

SL NO.	DIFFICULTY LEVEL	MARKS	NUMBER OF QUESTIONS	PERCENTAGE (%)
1	EASY	3	3	12
2	MODERATE	13	7	52
3	DIFFICULT	9	3	36
	TOTAL	25	13	100

BLUE PRINT OF THE ACHIEVEMENT TEST:

TOTAL MARKS =25

OBJECTIVE	KNOWLEDGE				UNDERSTANDING				APPLICATION				TOTAL
	O	VSA	SA	LA	O	VSA	SA	LA	O	VSA	SA	LA	
FORM OF QUESTIONS													
INTEGERS	1(2)										2(1)	3(2)	10(5)
FRACTIONS AND DECIMALS		1(1)				1(2)					2(3)	3(2)	15(8)
SUB-TOTAL	2(2)	1(1)				2(2)					8(4)	12(4)	25(13)
TOTAL		3(3)			2(2)				20(8)				

NOTES: HERE, LA= LONG ANSWER TYPE QUESTIONS, SA= SHORT ANSWER TYPE QUESTIONS, VSA= VERY SHORT ANSWERS, O= OBJECTIVE TYPE QUESTIONS, FIGURES WITHIN THE BRACKETS INDICATE THE NUMBER OF QUESTIONS AND THE FIGURES OUTSIDE THE BRACKETS INDICATE THE MARKS.

QUESTION PAPER

POST TEST 2023

Class VII.

Time:45 minutes

MATHEMATICS

TotalMarks: 25

1. Very short answer type questions -

1×5= 5

a) 0.5 ___ 0.05 { fill in the blanks with these signs $<, =, >$ }

b) $\frac{3}{5}$ ___ $\frac{10}{5}$ { fill in the blanks with these signs $<, =, >$ }

c) Natural numbers are enclosed in subtraction. (True/False)

d) Integers follow the distribution rules of satisfaction by addition and subtraction. (True/False)

e) What is the reciprocal of 1?

2. Find the solutions -

2×4=8

a) $125 \times (-54) \times 8$

b) $(-600) \div 25$

c) $329.4 \div 0.04$

d) $3 \frac{1}{6} \div 2 \frac{1}{3}$

3. Determine the value with the help of the sequence exchange rule. 3

$$(-25) \times 29 \times (-4)$$

4. The product of two numbers is $1 \frac{1}{2}$. If one number is $\frac{9}{14}$ what is another number? 3

5. A rubber company earns Rs. 15 per bag of rubber sold. They lose Rs. 8 per bag of spoiled rubber. The company sold 1500 bags of good rubber and 500 bags of bad rubber in a month. What is the profit or loss? 3

6. A car covers a distance of 150.5 km in 3.5 hours. Determine the distance traveled in 1 hour. 3

CONDUCTION OF SECOND ACHIEVEMENT TEST (POST TEST):

The second achievement test was conducted on 11th May, 2023. I selected the same twenty students of Class VII for the post test. Every student had improved in the second achievement test. The marks they got in the post test are mentioned below.

MARKSHEET (POST TEST)

ROLL NO.	NAMES OF STUDENTS	MARKS OBTAINED OUT OF 25	PERCENTAGE OF MARKS (%)	STATUS
1	GITASHREE DEVI	23	92	PASS
2	DIMPI RONGHANPI	19	76	PASS
3	ANKITA DAS	18	72	PASS
4	JAGRITY KUMARI	24	96	PASS
5	PRIYAKHI BORA	21	84	PASS
6	RUNA DEVI	17	68	PASS
7	LONI HAZARIKA	11	44	PASS
8	TANIYA PATAR	15	60	PASS
9	TIRANA DEVI	11	44	PASS
10	PARINITA BORDOLOI	14	56	PASS
11	LOTA TOKBIPI	16	64	PASS
12	PINKI DEKA	22	88	PASS
13	VARBITA DAS	17	68	PASS
14	RIMLI BORDOLOI	16	64	PASS
15	RASHMI DAS	16	64	PASS
16	LAKHIMI BORA	17	68	PASS
17	POMPI DAS	12	48	PASS
18	PARINITA SAIKIA	21	84	PASS
19	PARISHNA BORDOLOI	12	48	PASS
20	CHITRAKHI BORA	17	68	PASS

THE COMPARISON BETWEEN THE MARKS OBTAINED IN PRE TEST AND POST TEST:

ROLL NO	NAME STUDENT	OF	MARKS OBTAINED IN PRE TEST (X)	MARKS OBTAINED IN POST TEST (Y)	DIFFERENCE (D=Y-X)
1	GITASHREE DEVI		22	23	1
2	DIMPI RONGHANPI		14	19	5
3	ANKITA DAS		14	18	4
4	JAGRITY KUMARI		20	24	4
5	PRIYAKHI BORA		21	21	0
6	RUNA DEVI		16	17	1
7	LONI HAZARIKA		8	11	3
8	TANIYA PATAR		15	15	0
9	TIRANA DEVI		9	11	2
10	PARINITA BORDOLOI		11	14	3
11	LOTA TOKBIPI		15	16	1
12	PINKI DEKA		18	22	4
13	VARSITA DAS		12	17	5
14	RIMLI BORDOLOI		12	16	4
15	RASHMI DAS		16	16	0
16	LAKHIMI BORA		13	17	4
17	POMPI DAS		11	12	1
18	PARINITA SAIKIA		19	21	2
19	PARISHINA BORDOLOI		10	12	2
20	CHITRAKHI BORA		14	17	3

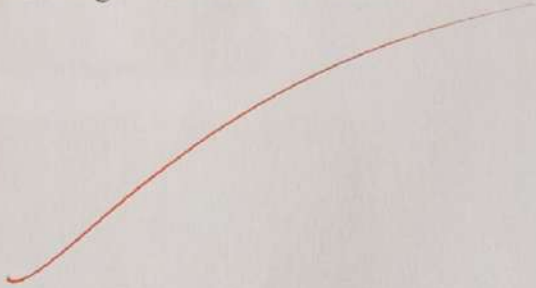
GRAPHICAL REPRESENTATION OF THE MARKS OBTAINED IN PRE TEST AND POST TEST:



CONCLUSION:

From the above analysis, we can say that the achievement test is very important and essential for the measurement of the student's achievement level in the classroom situation. It helps the teacher to know about the strengths and weaknesses of the pupils. It also helps the teacher to be very effective in the classroom. It is a test of developed skill or knowledge. It is very reliable. It is based on validity.

After conducting the two achievement tests in Bhugeswar Hazarika Girls H.S. School, Bebejia I have realized that the students of Class VII are very sincere and dedicated. They have worked really hard in the second achievement test. They have shown improvement compared to the previous test. It was a great experience for me. This will help me in the near future. Achievement tests help the teacher to be innovative in the classroom. Each and every teacher should conduct an achievement test to test the knowledge of the students. It measures how an individual has learnt over time.



SOME PHOTOGRAPHS OF ACHIEVEMENT TEST AND REMEDIAL CLASSES:



REFERENCES:

1. Mahanta, Naranarayan. *Measurement, Assessment and Evaluation in Education and Statistics*. Gauhati: Mani Manik Prakash, 2019
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3. <https://www.yourarticlelibrary.com>
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~~Pandit~~
14/6/23