

COLLEGE OF EDUCATION, NAGAON



WORKSHOP REPORT

ON

PREPARATION OF SCHOLASTIC ACHIEVEMENT TEST CUM RECORD

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B.Ed. 1st Year
SESSION: 2022-23

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● INTRODUCTION:

An achievement test is designed to evaluate a unit during the teaching- learning process. The unit of teaching may be one lesson or a group of lessons transacted in a particular time period. It is a test of developed skill or knowledge. The usual test given in class is often a standardized test, which measures skills and content knowledge acquired after a period of instruction.

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 tests comprise a very important test in the school evaluation programme. Teacher's cannot administer the teaching process without achievement tests, neither in evaluating their students nor in evaluating their teaching methods, nor can learner assess their performance without undergoing them. Achievement tests are administered at all levels of education, either daily, weekly, monthly, quarterly, semi-annually or at the end of each educational period. The main objective of the achievement tests is to assess the learner's cognitive abilities in the course in question and to determine the success or failure of the previously planned educational objectives of that course.

According to Downie, any test that measures the attainments or accomplishments of an individual after a period of training or learning is called an achievement test.

God's Dictionary defines an achievement test as a test designed to measure a person's knowledge, skills, understandings etc in a given field taught in school.

The International Dictionary of Education defines achievement as a test designed to measure the effects of specific teaching or training in an area of the curriculum.

Super, D.E. defines an achievement test as a proficiency test used to ascertain what and how much has been learnt and how well a task can be performed, the focus being on evaluation of the part without reference to the future.

● PURPOSE OF ACIEVEMENT TESTS:

The purpose of achievement tests are mentioned below:

- a) Assessment of attainment of stated goals and objectives.
- b) Consider the class performance as a whole.
- c) Appraise the efficacy of the test as a whole and the items in particular.
- d) Strategies, methods of improving the teaching learning scene in the class.
- e) Prepare a basic framework for promotion to the next class.
- f) Assess each student at entry level and observe his progress through the months.
- g) Act as motivators to the students in the class.
- h) Identify strengths and weakness in a student's comprehension of the subject being taught.

● TYPES OF ACHIEVEMENT TEST:

Achievement tests can be of various categories basing on form, purpose, time, method and subject area. Achievement test can be of different forms like oral test, written test and practical test. Items of achievement test can be essay type questions or short answer questions or objective type of questions or combination of all these types.

However, broadly speaking, all these achievement tests can be divided into two categories on the basis of quality. They are-

- i. Standardized Test
- ii. Teacher Made Test

i. Standardized Test: A Standardized test is any form of test that requires all test takers to answer the same questions from common bank of questions, in the same way, and that is scored in a standard or consistent manner, which makes it possible to compare the relative performance of individual students or group of students. A standardized test makes the test pattern more precise and takes less time for the teachers to asses also the test result is more accurate in terms of students' learning needs than traditional test assessment methods. It reduces the potential of bias or subjective evaluation. Moreover, it requires more thinking, planning, exact preparation, scoring, analysis and refinement. It is complex and

multidimensional work. A standardized test is widely acclaimed if its content is carefully designed, carefully phrased and simultaneously pretested.

ii. Teacher Made Test: Teacher made tests are normally prepared and administered for testing class room 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 purpose. It is prepared to measure the outcomes and content of local curriculum. It is very much flexible so that it can be adapted to any procedure and material. It does not require any sophisticated technique for preparation. It is worthy to note that teacher-made tests can be written or oral.

Features of teacher made tests:

- a) The items are prepared by the teachers which can be used for prognosis and diagnosis purposes.
- b) The test covers the whole content area and includes a large number of items.
- c) The preparation of items conforms to the blueprint.
- d) Teacher made test does not have norms where as providing norms is quite essential for standardized tests.
- e) It is developed by the teacher to ascertain the student's achievement and proficiency in a given subject.

● **GENERAL OBJECTIVES OF ACHIEVEMENT TEST:**

Achievement tests are universally used in the classroom mainly for the following purposes:

- a) To measure whether students possess the pre-requisite skills needed to succeed in any unit or whether the students have achieved the objective of the planned instruction.
- b) To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.
- c) To identify the students' learning difficulties - whether persistent or recurring.
- d) To assign grades
- e) To test extent to which objectives of education are being achieved
- f) To evaluate, revise and improve curriculum in the light of results

- g) To diagnose weaknesses of students in various fields
- h) To spot brilliant and backward children by teacher
- i) To determine by the teacher whether students are working on at their maximum capacity.

● **SPECIFIC OBJECTIVES OF THE ACHIEVEMENT TEST:**

The specific objectives of this achievement test is-

- a) To test the knowledge of the students
- b) To test the level of understanding of the students
- c) To test application ability of the students.
- d) To measure strength and weakness of the students in social science.

● **CONDUCTING ACHIEVEMENT TEST DURING MY INTERNSHIP PERIOD:**

During my internship program I conducted two achievement tests for social science with the students of class VIII (A) in Govt. Urban High School, Nagaon. The tests were administered on 20 students of class VIII (A). The first test was conducted on 11th May, 2023. The chapters I include for the tests were: Chapter-1-“Natural resources”, Chapter 9-“Human resource development, indicators of human resource development and the role of vocational education in human resource development” and Chapter 10-“Constitution and its needs”. The main purpose of the test was to identify the strength and weakness of the students in social science. The test had been taken on 25 marks in total. The marks distribution pattern is like : 4 very short answer type questions containing 1 mark each, 4 short answer type questions containing 2 marks each, 2 long questions containing 3 marks each, 1 long question containing 4 marks and 3 objective type questions containing 1 marks each. The question paper is designed with the help of blue print. A blue print is a three dimensional chart showing weightages to objectives, contents and forms of questions in terms of marks. The duration of the examination was 40 minutes. After knowing the different problems of the students after the first test, I have taken remedial measures to minimize the problems which are found in the first test. In order to test their achievement level I took retest after one week

i.e. on 18th May, 2023 from the same chapters but different question paper, so that I can measure their improvement level.

**➤ DESIGN OF THE QUESTION PAPER FOR ACHIEVEMENT
TEST-1**

SUBJECT: SOCIAL SCIENCE

CLASS: VIII

TOTAL MARKS: 25

TIME: 40 minutes

1. WEIGHTAGE OF CONTENT AREA

Sl No.	Chapter	No. of questions	Marks	Percentage of marks
1	Natural Resources	5	11	44%
2	Human Resource Development, Indicators of Human Resource Development and Role of Vocational Education in Human Resource Development	5	8	32%
3	Constitution and it's needs	4	6	24%
Total		14	25	100%

2. WEIGHTAGE OF OBJECTIVES:

Sl. No	Objectives	No. of Questions	Marks	Percentage of Marks
1	Knowledge	4	6	24%
2	Understanding	5	9	36%
3	Application	4	6	24%
4	Skill	1	4	16%
Total		14	25	100%

3. WEIGHTAGE TO THE FORM OF QUESTIONS:

Sl. No.	Form of Questions	No. of Questions	Marks	Percentage of Marks
1	Objective type	3	3	12%
2	Very short answer type	4	4	16%
3	Short answer type	6	14	56%
4	Essay type	1	4	16%
Total		14	25	100%

4. WEIGHTAGE TO DIFFICULTY LEVEL:

Sl. No.	Difficulty level	No. of Question	Marks	Percentage of Marks
1	Easy	8	10	40%
2	Moderate	4	8	32%
3	Difficult	2	7	28%
Total		14	25	100%

➤ BLUEPRINT OF THE QUESTION PAPER FOR ACHIEVEMENT TEST:

A test blueprint is a document that reflects the content of an assessment that we will give our students. When we write a test for our students, the test blueprint insures that every instructional objective is addressed by the test- and conversely that every question on the test addresses an instructional objective. The test blueprint, sometimes also called the table of specifications, provides a listing of the major content areas and cognitive levels intended to be included on each test form. It also includes the number of items each test form should include within each of these content and cognitive areas.

BLUEPRINT OF FIRST ACHIEVEMENT TEST QUESTION PAPER:

Objectives	Knowledge				Understanding				Application				Skill				Total	
	O	VS A	SA	E	O	VS A	SA	E	O	V S A	SA	E	O	V S A	S A	E		
Forms of questions																		
Content																		
Chapter 1		1(1)					2(3)										4(1)	11(5)
Chapter 9		1(2)					2(1)		1(1)		3(1)							8(5)
Chapter 10			3(1)			1(1)			1(2)									6(4)
Total		3(3)	3(1)			1(1)	8(4)		3(3)		3(1)						4(1)	25(14)

NOTE: i) figures outside the brackets indicate marks and figures inside the bracket indicate the number of questions.

ii) Here, O= Objective Type Question, VSA= Very Short Answer Type Question, SA= Short Answer Type Question, E= Essay Type Question.

From the above mentioned blueprint it can be concluded that the test has included three chapters. Questions are taken from four objectives i.e. from knowledge level 6 marks are taken, from understanding level 9 marks are taken, from application level 6 marks are taken and from skill level 4 marks are taken. Additionally, various forms of questions are also added. Objective type questions have 3 marks, very short answer type questions have 4marks, short answer type questions have 14 marks and essay type questions have 4 marks.

➤ **SAMPLE QUESTION PAPER:**

FIRST SCHOLASTIC ACHIEVEMENT TEST

SUBJECT: SOCIAL SCIENCE

CLASS: VIII

TOTAL MARKS: 25

TIME: 40 MINUTES

1. Answer the following very short answer type questions: 1 × 4 = 4
- a) What percentage of Earth's water is fresh water?
 - b) What are the main sources of human resource?
 - c) What do you understand by 'constitution'?
 - d) What is vocational education?
2. Answer the short answer type questions: 2 × 4 = 8
- a) Why non-conventional resources are important? Explain.
 - b) Distinguish between soil of village area and soil of urban area.
 - c) Explain about the uses of soil.
 - d) Write down what measures should be taken for human resource development.
3. What are the types of constitutions and what are they? 3
4. Explain the relationship between human resource development and vocational education. 3
5. Prepare a list on the uses of forest resources and water resources. 4
6. Find the correct one. 1 × 3 = 3
- a) The constitution of India is – (written/ unwritten)
 - b) Prepares the laws of the country – (executive/ legislative/judicial)
 - c) The success of the country's production depends on – (human resources/ natural resources)

➤ **MARKSHEET OF ACHIEVEMENT TEST:1**

Sl. No.	Name of the students	Marks	Percentage	Status
1	Khusi Das	19	76	Pass
2	Yashuraj Hazarika	17	68	Pass
3	Debashish Das	22	88	Pass
4	Pranmoni Saikia	17	68	Pass
5	Shahima Hazarika	11	44	Pass
6	Debapawan Saikia	12	48	Pass
7	Nasek Mullah	11	44	Pass
8	Najia Begum	12	48	Pass
9	Banashmita Bora	12	48	Pass
10	Himanku Das	14	56	Pass
11	Lucky Barman	17	68	Pass
12	Tabasum Sultana	12	48	Pass
13	Hasifa Sheikh	14	56	Pass
14	Imrana Begum	14	56	Pass
15	Soni Das	15	60	Pass
16	Suhana Khatun	16	64	Pass
17	Laska Paul	14	56	Pass
18	Masub Sheikh	12	48	Pass
19	Humera Akhtar	11	44	Pass
20	Irfan Hussain	13	52	Pass

➤ **REMEDIAL MEASURES TO SOLVE THE PROBLEMS OF PRE-TEST:**

Remedial measures should be adopted to remove the weakness and difficulties experienced by the students in a specific field. Study materials, specific teaching aids and various other techniques were used to remove the difficulties of the students in that particular field. On the basis of the achievement test, the students of class VIII (A) showed a very poor outcome. Their level of understanding is perhaps slow and bad handwriting, spelling mistakes lack of concentration leads such poor results in the test conducted by the teacher in the classroom. But to overcome such difficulties of students, the teacher took some remedial steps.

They are –

- a) Extra classes are conducted if there is difficulty in understanding the content. To improve the understanding of the chapters, I took extra classes.
- b) To remove the spelling mistakes and develop the sentence construction, I decided to take a class on dictation and one additional tutorial class in weekly basis.
- c) To remove the irregularity of the students, it is necessary to ask the students to attend regularly in the classes and to be punctual in their class.
- d) To develop interest and the understanding level of students, I decided to use variety of teaching aids which were related to the topic.
- e) I used to ask questions at the beginning of each class about the previous chapter, which helped them to receive the earlier material and providing continuity.

➤ **CONDUCTING ACHIEVEMENT TEST:2**

After a gap of 7 days from the first test, I conducted the second achievement test on 18th May, 2023. As the performance of the first test was not good so I decided to conduct the second test from the same content after proving remedial classes in between these tests. The post test consist same marks and time with the pre-test.

➤ DESIGN OF THE QUESTION PAPER FOR ACHIEVEMENT TEST-2

SUBJECT – SOCIAL SCIENCE

CLASS – VIII

TOTAL MARKS: 25

TIME: 40 MINUTES

1. WEIGHTAGE OF CONTENT AREA:

Sl No.	Chapter	No. of Questions	Marks	Percentage of Marks
1	Natural Resource	6	12	48%
2	Human resource development, indicators of it and the role of vocational education in it	4	7	28%
3	Constitution and it's needs	4	6	24%
Total		14	25	100%

2. WEIGHTAGE OF OBJECTIVES:

Sl. No.	Objectives	No. of Questions	Marks	Percentage of Marks
1	Knowledge	4	5	20%
2	Understanding	4	7	28%
3	Application	5	9	36%
4	Skill	1	4	16%
Total		14	25	100%

3. WEIGHTAGE TO THE FORM OF QUESTIONS:

Sl. No.	Form of Questions	No. of questions	Marks	Percentage of Marks
1	Objective type	3	3	12%
2	Very short answer type	4	4	16%
3	Short answer type	6	14	56%
4	Essay type	1	4	16%
Total		14	25	100%

4. WEIGHTAGE TO DIFFICULTY LEVEL:

Sl. No.	Difficulty level	No. of Questions	Marks	Percentage of Marks
1	Easy	8	10	40%
2	Moderate	4	8	32%
3	Difficult	2	7	28%
Total		14	25	100%

➤ **BLUEPRINT OF SECOND ACHIEVEMENT TEST QUESTION PAPER**

Objectives	knowledge				Understanding				Application				Skill				Total
	O	VSA	S	E	O	VSA	S	E	O	VSA	S	E	O	VSA	S	E	
Forms of questions																	
Content																	
Chapter-1		1(1)				1(1)	2(1)			1(1)		3(1)				4(1)	12(6)
Chapter-9		1(1)					2(1)			1(1)		3(1)					7(4)
Chapter-10		1(1)	2(1)				2(1)			1(1)							6(4)
Total		3(3)	2(1)			1(1)	6(3)			3(3)		6(2)				4(1)	25(14)

Note: i) Figures outside the brackets indicate marks and figures inside the bracket indicate the number of questions.

ii) Here, O= Objective Type Question, VSA= Very Short Answer Type Question,

SA= Short Answer Type Question, E= Essay Type Question.

From the above mentioned blueprint, it can be conclude that the test has included three chapters. Questions are taken from four objectives all the questions are taken from each objective, i.e. from knowledge level 5 marks are taken, from understanding level 7 marks are taken, from application level 9 marks are taken and from skill level 4 marks are taken. Additionally, various forms of questions are also added. Objective type questions have 3 marks, very short answer type questions have 4 marks, short answer type questions have 14 marks and essay type questions have 4 marks.

➤ **SAMPLE QUESTION PAPER:**

SECOND SCHOLASTIC ACHIEVEMENT TEST

SUBJECT: SOCIAL SCIENCE

CLASS: VIII

TOTAL MARKS: 25

TIME: 40 MINUTES

1. Write a very short answer:

1 × 4 = 4

- a. What is meant by natural resources?
- b. What percentage of the Earth's surface is land?
- c. What are the main components of production in the country?
- d. What is the process of amending the constitution?

2. Write the short answer:

2 × 4 = 8

- a. Write down the two characteristics of the constitution.
- b. Explain how measures should be taken for human resource development.
- c. Why is non-conventional energy important as alternative to energy? Explain it.
- d. Write the differences between a written constitution and an unwritten constitution.

3. What measures will you take to conserve the soil resources?

3

4. Is vocational education necessary for us? If so, expand on why.

3

5. Prepare a table on the distribution of forest resources.

4

6. Find the correct one.

1 × 3 = 3

- a. The constitution __ (variant/ invariant)
- b. All human beings are the human resources __ (yes/ no)
- c. Coal is a __ resource. (conventional/ non-conventional)

➤ **MARKSHEET OF ACHIEVEMENT TEST:2**

Sl. No	Name of students	Marks obtained	Percentage	Status
1	Khusi Das	22	88	Pass
2	Yashuraj Hazarika	20	80	Pass
3	Debashish Das	25	100	Pass
4	Pranmoni Saikia	21	84	Pass
5	Shahima Hazarika	17	68	Pass
6	Debapawan Saikia	15	60	Pass
7	Nasek Mullah	19	76	Pass
8	Najia Begum	17	68	Pass
9	Banashmita Bora	18	72	Pass
10	Himanku Das	16	64	Pass
11	Lucky Barman	20	80	Pass
12	Tabasum Sultana	18	72	Pass
13	Hasifa Sheikh	17	68	Pass
14	Imrana Begum	19	76	Pass
15	Soni Das	23	92	Pass
16	Suhana Khatun	21	84	Pass
17	Laska Paul	20	80	Pass
18	Masub Sheikh	18	72	Pass
19	Humera Akhtar	16	64	Pass
20	Irfan Hussain	18	72	Pass

● **COMPARISON BETWEEN THE ACHIEVEMENT TEST 1 AND ACHIEVEMENT TEST 2:**

Here, I have compared the results of the students in both the achievement test by using this comparison table. This is given below -

Names of the students	Marks of achievement test-1	Marks of achievement test-2	R ₁ (Rank of student's in 1 st achievement test)	R ₂ (Rank of student's in 2 nd achievement test)	D= R ₁ - R ₂	D ²
Khusi Das	19	22	2	3	1	1
Yashuraj hazarika	17	20	4	7	3	9
Debashish Das	22	25	1	1	0	0
Pranmoni Saikia	17	21	4	4.5	0.5	0.25
Shahima Hazarika	11	17	19	15	-4	16
Debapawan Saikia	12	15	15	19	4	16
Nasek Mullah	11	19	19	9.5	-9.5	90.25
Najia Begum	12	17	15	15	0	0
Banashmita Bora	12	18	15	11.5	-3.5	12.25

Himanku Das	14	16	9.5	17.5	8	64
Lucky Barman	17	20	4	7	3	9
Tabasum Sultana	12	18	15	11.5	-3.5	12.25
Hasifa Sheikh	14	17	9.5	15	5.5	30.25
Imrana Begum	14	19	9.5	9.5	0	0
Soni Das	15	23	7	2	-5	25
Suhana Khatun	16	21	6	4.5	-1.5	2.25
Laska Paul	14	20	9.5	7	-2.5	6.25
Masub Sheikh	12	18	15	11.5	-3.5	12.25
Humera Akhtar	11	16	19	17.5	-1.5	2.25
Irfan Hussain	13	18	12	11.5	-0.5	0.25
						$\sum D^2 = 308.5$

$$\begin{aligned}
 \rho &= 1 - 6 \times \sum D^2 \div N(N^2 - 1) \\
 &= 1 - 6 \times 308.5 \div 20(20^2 - 1) \\
 &= 1 - 1851 \div 7980 \\
 &= 1 - 0.23 \\
 &= 0.77
 \end{aligned}$$

From the above data, it can be said that the difference between the first achievement test and the second achievement test is 0.77.

● CONCLUSION:

From the above analysis, we can say that achievement test is very essential for the measurement of student's achievement level in the classroom situation. It helps the teacher to better understand the strong and the weak point of the students. Achievement test is not only important for student but also it is important for the teachers as well. By taking achievement test, teacher can check their teaching methods, skills. It is very effective in teaching learning process.

By conducting achievement tests in my internship period, I can say that every teacher should conduct achievement test. It has given clear picture of student's progress as well as teacher's progress in their teaching- learning process. It helps me in find out brilliant students as well as slow learners of the class. The students, who did not able to score above 60% in the first achievement test, perform very well in the second achievement test. The first achievement test gave me a chance to improve and modify my teaching methods and skills. The result of second achievement test clearly shows the improvement of students as well as the teacher. Moreover, for conducting a good achievement test the teacher must organize a question paper very well. The question paper must have weightage of the objectives, weightage of various types of questions and content and finally the blueprint. In this way both student and teacher will be benefitted in the sense that the students will be able to examine themselves whether they have understood the contents and the teacher will be able to know whether they are able to provide the right amount of information and knowledge to the students.

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9/6/23