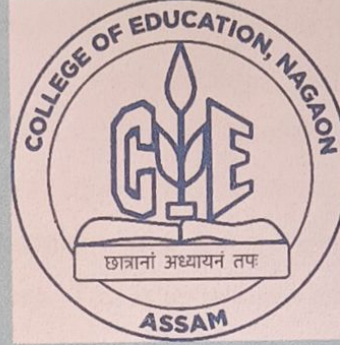


# COLLEGE OF EDUCATION, NAGAON



## REPORT ON TEACHER MADE TEST

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SESSION: 2022-23

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## **INTRODUCTION:**

A test is a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use. A test or examination is an educational assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics. A test may be administered verbally, on paper, on a computer, or in a predetermined area that requires a test taker to demonstrate or perform a set of skills. Any test that measures the attainments and accomplishments of an individual after a period of training or learning is called test. Test is an important tool in evaluation and has great significance in measuring instructional progress and progress of the students in the subject area. Tests give an accurate picture of students' knowledge and skills in the subject area or domain being tested.

## **MEANING OF TEACHER MADE TEST:**

Teacher made test is one of the most valuable instruments 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. 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.

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 class-room achievement of students, evaluating the method of teaching adopted by the teacher and other curricular programmers 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.

## **CHARACTERISTICS OF TEACHER MADE TEST:**

Some common characteristics of Teacher made test are as follows-

1. The items of the tests are arranged in order of difficulty.
2. These are prepared by the teachers which can be used for prognosis and diagnosis purposes.
3. The test covers the whole content area and includes a large number of items.

4. The preparation of the items conforms to the blueprint.
5. Test construction is not a single man's business, rather it is a co-operative Endeavor.
6. A teacher-made test does not cover all the steps of a standardized test.
7. Teacher-made tests may also be employed as a tool for formative evaluation.
8. Preparation and administration of these tests are economical.
9. The test is developed by the teacher to ascertain the student's achievement and proficiency in a given subject.
10. Teacher-made tests are least used for research purposes.

#### **OBJECTIVES OF TEACHER MADE TEST:**

1. To reflect on the day-to-day teaching learning activities of the school.
2. To develop more efficient learning-teaching strategies.
3. To know the ability of individuals students for their development.
4. To diagnose the student's strength and weaknesses.
5. To monitor students learning to provide ongoing feedback.
6. To access the continuous growth of each individual students.

#### **STEPS OF CONSTRUCTION OF TEACHER MADE TEST:**

A teacher-made test does not require a well-planned preparation. Even then, to make it more efficient and effective tool of evaluation, careful considerations are needed to be given while constructing such tests.

**The following steps may be followed for the preparation of teacher-made test:**

##### **1. Planning:**

**Planning of a teacher-made test includes**

- Determining the purpose and objectives of the test, 'as what to measure and why to measure'.
- Deciding the length of the test and portion of the syllabus to be covered.
- Specifying the objectives in behavioral terms. If needed, a table can even be prepared for specifications and weightage given to the objectives to be measured.
- Deciding the number and forms of items (questions) according to blueprint.
- Having a clear knowledge and understanding of the principles of constructing essay type, short answer type and objective type questions.

## **2. Preparation of the Test :**

The process of writing good test items is not simple- it requires time, effort, certain skills and proficiencies on the part of the writer. It requires much thinking, rethinking and reading before planning is the philosophical aspect and preparation is the practical aspect of test constructing test items. Different types of objective test items viz., multiple choice, short-answer type and matching type can be constructed. After construction, test items should be given to others for review and for seeking their opinions on it.

Direction is an important part of a test construction. Without giving a proper direction or instruction, there will be a probability of losing the authenticity of the test reliability. It may create a misunderstanding in the students also. Thus, the direction should be simple and adequate to enable the students to know:

- (i) The time for completion of test,
- (ii) The marks allotted to each item,
- (iii) Required number of items to be attempted,
- (iv) How and where to record the answer? and
- (v) The materials, like graph papers or logarithmic table to be used.

### **3. Reproducing the Test:**

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

### **4. 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.

### **5. 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.

### **6. 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 item is considered.

### **7. Interpreting Test Result:**

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

## **USES OF TEACHER-MADE TEST**

1. Teacher made test helps the teachers to evaluate the progress of the students in school.
2. Teachers can assess the strengths and weakness of students through this test.
3. To help him in formulating new strategies for teaching and learning.
4. A teacher-made test may be used as a full-fledged achievement test which covers the entire course of a subject.
5. To measure students' academic achievement in a given course.
6. To assess how far specified instructional objectives have been achieved.
7. To know the efficacy of learning experiences.
8. To diagnose students learning difficulties and to suggest necessary remedial measures.
9. To certify, classify or grade the students on the basis of resulting scores.
10. Skillfully prepared teacher-made tests can serve the purpose of standardized test.
11. Teacher-made tests can help a teacher to render guidance and counseling.
12. Good teacher-made tests can be exchanged among neighboring schools.
13. These tests can be used as a tool for formative, diagnostic and summative evaluation.
14. To assess pupils' growth in different areas.
15. Teacher made test can be conducted continuously and children get immediate feedback.

**DESIGN OF THE QUESTION PAPER:****Table-1 Weightage to the content:**

Serial Number	Content	Marks
1	Partition of Bengal and Swadeshi Movement	20
2	Environment and Environmental Problems	14
3	Geography of Assam	24
4	Indian Democracy	14
5	Money and Banking	28
		Total marks=100

**Table-2 Weightage to the forms of Question:**

Serial Number	Form of Question	Marks for each Question	Number of Question	Marks
1	Objective type	01	20	20
2	Very Short Answer type	02	10	20
3	Short answer type	03	10	30
4	Essay type	10	3	30
Total			43	100

**Table-3 Weightage to the difficult level:**

Serial Number	Estimated difficulty level of Questions	Percentage of marks
1	Easy	30%
2	Average	50%
3	Difficult	20%

**Table-4 Weightage to the Objectives:**

Serial Number	Objectives	Marks	Percentage of marks
1	Knowledge	30	30%
2	Understanding	40	40%
3	Application	10	10%
4	Skill	10	10%
5	Evaluation	10	10%
Total		100	100%



S.L No.	Sub Unit	Knowledge				Understanding				Application				Skills				Evaluation				Total			
		O.T.	VsT	ST	ET	O.T	VsT	ST	ET	O.T	VsT	ST	ET	O.T	VsT	ST	ET	O.T	VsT	ST	ET				
1	Partition of Bengal and Swadeshi Movement	4(1)					2(3)		1(10)																20
2	Environment and Environmental Problems	4(1)					2(3)				2(2)														14
3	Geography of Assam	4(1)	2(2)				2(3)										1(10)								24
4	Indian Democracy	4(1)	1(2)				2(3)				1(2)														14
5	Money and Banking	4(1)	2(2)				2(3)				2(2)														28
Sub Total		20(1)	5(2)				10(3)		1(10)		5(2)						1(10)							1(10)	
Total		30				40				10				10				10				100			

Here, the number outside the bracket indicates number of questions and the numbers inside the bracket indicates the marks.

OT= OBJECTIVE TYPE

VST= VERY SHORT TYPE

ST= SHORT TYPE

ET= ESSAY TYPE

**ANNUAL EXAMINATION**

**CLASS: X**

**SUBJECT: SOCIAL SCIENCE**

**Total marks-100**

**Time- 3hr**

Figures in the margin indicate the full marks for the questions

**1. Choose the correct answer from the following-**

**(1×5=5)**

I. In which viceroy's time did the partition of Bengal take place -

- a) Lord Northbrook  
b) Lord Dalhousie  
c) Lord Nathaniel Curzon  
d) Lord Ripon

II. What is the percentage of the hydrosphere covers the earth's surface about -

- a) 71%      b) 73%      c) 72%      d) 78%

III. What is the major crops of Assam?

- a) Wheat      b) Rice      c) Maize      d) Pulses

IV. Who is the Chairman of the Drafting committee of the constitution?

- a) K.M Munshi      b) N.Gopala swami Ayengar      c) Dr B.M Ambedkar  
d) N. Madhava Rao

V. The name of the first bank of India is -

- a) State bank of India      b) Reserve bank of India      c) Bank of Hindustan  
d) Punjab National Bank

**2. Fill in the blanks**

**(1×5=5)**

I. The seas and .....Have farmed the earth's hydrosphere.

II Bengal was partitioned on ..... by Lord Curzon.

III. The Indian Parliament has been constituted with two houses, namely the Lok Sabha and .....

IV. The process of money creation or credit creation is done by .....

V. Assam is one of the important states of .....

**3. Match the following (1×5=5)**

A) Cabinet mission came to India	i) Medium of Exchange
B) About 20% of the world	ii) Which is full of diversity
C) India is a	iii) Land surface covered by the deserts
D) Money serves as a	iv) In march, 1946
E) Assam is one of the states	v) Secular country

**4. State whether the following statements are true or false (1×5=5)**

I. Cheque money is an example of non-legal tender. (True/ False)

II. Ozone protects us from harmful UV Radiation.(True/ False)

III. Assam population as per 2011 census is about 31million. (True/ False)

IV. The Indian constitution came into force on 26 January, 1950. (True/ False)

V. The unification of Bengal took place on 12 April, 1911. (True/ False)

**5. Answer the following questions (2×10=20)**

I. Mention two benefits of Biodiversity.

II. What are the two disadvantages of Barter System?

III. What are the two functions of national rural bank?

IV. List two benefits that shows the existence of decomposers are essential in ecosystem.

V. What are the disadvantages of Bank ?

VI. Write two characteristics of money?

VII. Mention the houses which were constituted the Indian Parliament?

VIII. How many first and second class towns are there in Assam as per 2011 census data?

IX. Name two members of the drafting committee of the Indian constitution?

X. Name two major oil fields of Assam?

**6. Answer the following questions**

**(3×10=30)**

I. Write briefly about what were the intentions of the Partition of Bengal.

II. Write in brief about the composition of Lithosphere.

III. Write briefly how the literacy rate of Assam is increasing?

IV. Discuss about the different human migration stream sequentially since the ancient times to the present.

V. Explain about the global environment problem?

VI. Discuss the characteristics of the Indian federal system?

VII. Explain the reason for the Partition of Bengal.

VIII. 'Money is the common unit of measurement of value' Explain.

IX. Explain about the barter system.

X. "India is called a republic country" Explain.

**7. Answer the following questions elaborately**

**(10×3=30)**

I. Discuss the contributions of Swadeshi Movement towards National Education?

II. Draw a map of Assam and show the population density of Assam as per 2011 census.

III. Is Cheque money? Critically analyse your answer.

## CONCLUSION

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.