

# MAHAJUBILEE TRAINING COLLEGE

MULLOOKARA - THRISSUR (DT.) Pin: 680 583



## ACHIEVEMENT TEST

Year ..2020-2022

Name :...ANNA VITO.....

Reg.No. :...MTAUTPN002.....

Optional Subject :...PHYSICAL SCIENCE.....



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Optional Subject : ..PHYSICAL SCIENCE.....

Certified that this is the bonafide record of.....ANNA VIJO.....

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# ACHIEVEMENT TEST



# 1. INTRODUCTION

An achievement test is a test aimed to get the data about the student's knowledge or capability in one subject. An achievement test is also a test that can identify the student's strengths and weaknesses in one subject. It is used to measure a pupil's achievement and progression in a specific subject or topic over a set period of time. It helps in evaluating the effectiveness of teaching instructions. It also provides feedback to the students as well as to the teachers. The achievement test has the focus on the realization of objectives of teaching and learning.

An achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicates a mastery of grade-level material and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.



Achievement test may be of different types on the basis of purpose for which it is administered. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

## 2. NEED AND SIGNIFICANCE OF ACHIEVEMENT TEST

- Achievement test are very useful in evaluating and improving the curriculum meant for the students of different grades.
- It gives educational guidance by assessing the capabilities of the students.
- To assess how the students is performing in theory as well as practical.
- Achievement tests enable the parents and teachers to know strengths and weaknesses in the context of their academic achievements as a result of which they can be able to provide special help and guidance to their children.
- To motivate the students to pick up new assignments and works.



### 3. DEFINITION

An achievement test is one designed to measure a student's grasp of knowledge or his proficiency in certain skills.

It is a systematic procedure for determining the amount a student has learned through instructions.

Achievement test is assigned to measure knowledge, understanding or skills in a specified subject or a group of subjects.

### 4. PREPARATION OF ACHIEVEMENT TEST

The basis for construction of the achievement test in the traditional classroom was the theory of Bloom's Taxonomy. But now a days educators give importance for constructivist classroom and to the assessment of attainment of mental process. So there is weightage for the mental process objective from the theory of Revised Bloom's Taxonomy.

There are several steps involved in the construction of achievement test. They are:



1. Planning of the test
2. Preparation of a design for the test
3. Preparation of the blueprint
4. Writing of items
5. Preparation of the scoring key and marking scheme
6. Preparation of the question use analysis

## PLANNING OF THE TEST

Planning of the test is the first important step in the test construction. The main goal of the evaluation process is to collect valid, reliable and useful data about the student. The first step involves three major considerations.

- Formulation of the statement of objective
- Formulation of the purpose of the test
- Construction of the test
- Emphasis on course content.

## PREPARATION OF A DESIGN FOR THE TEST

After determining the broad scope of the test a design has to be developed in tune with it. The learning outcomes, content, forms of questions, the difficulty levels of items, scheme of options and scheme of sections are the most important factors to be considered in such a design.



### i). Weightage to content

This indicates the various aspects of the content to be tested and the weightage to be given to each of these aspects. Suppose a lesson or unit including various aspects of study or subunits had been taught. To test these aspects questions covering all the aspects should be included in the design with due weightage assigned to each aspect in relation to its importance with other aspects.

### ii). Weightage to thinking skills

60% weightage may be given to thinking skills used for factual and conceptual attainment. 40% weightage may be given to thinking skills for conceptual generation.

### iii). Weightage to form of questions

This indicates forms of questions (objective type, short answer type, essay type) to be included in the test and the weightage to each form of questions. 15 to 20% weightage of total score must be given to objective type questions and upto 20% weightage of the total score given to essay type questions. The height score given to a question is limited to 10% of the total score.

### iv). Weightage to difficulty level.

The test should cater to the bright, average and



the dull. Discriminating power, that is the ability to discriminate high achievers, average achievers and low achievers is a quality to be maintained by a good test. Test should contain easy, average and difficult questions.

#### v). Scheme of option

It means the option or choices given to the students to select certain questions. These may be external option and internal option.

#### vi). Scheme of sections

It means the arrangement of questions into separate divisions.

### PREPARATION OF A BLUE PRINT

A blueprint gives the details of the design in concrete terms. Blueprint is prepared as a three dimensional chart indicating the distribution of questions objective wise, content wise, and form wise. Blueprint gives the framework for the test and indicates the broad limit within which the test constructor has to work.

### WRITING OF ITEMS

With the precise directive suggested by the blueprint the paper setter writes items according to the requirements. The difficulty level has to be considered while writing items. It should also be checked whether



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all the questions included can be answered within the time allotted.

### PREPARATION OF THE SCORING KEY AND THE MARKING SCHEME

In order to maintain objectivity, scoring should be made in accordance with a predesigned scheme of evaluation. In the case of objective type items, scoring key is prepared. In the case of short answers and essay type questions marking scheme is prepared. The various value points for responses are determined and marks are allowed to each valuepoint for responses and are determined and indicated.

### PREPARATION OF QUESTION-WISE ANALYSIS

In order to avoid all loopholes, the setter prepares a table containing all relevant details of all the items of the test. This is done by making an analysis of each item in terms of content, thinking skills, specific thinking skills, forms of questions, marks and estimated time. This analysis is helpful to check whether all the aspects envisaged in the design and blueprint are satisfied by the test in its final form.