



MOTHER COLLEGE OF EDUCATION (B.Ed & D.Ed)

(Approved by NCTE & Affiliated to SCERT, ANU & Govt. of A.P.)
DARSI - 523 247, Prakasam District, A.P.



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DARSI - 523 247, Prakasam District, A.P.

20 - 20

Semester-III.

Name

Subject : Learning Assessment (Course X#)

Roll No.

Register No.

Activity 1: Plan and construct an achievement test
in one of the methodology subjects.

An achievement is a test of developed skill or knowledge. 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.

Achievement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

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 indicate a mastery of grade-level materials, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Under No child Left behind, achievement tests have taken on an additional role of assessing proficiency of students. Proficiency is defined as the amount of grade-appropriate knowledge and skills a student has acquired up to the point of testing. Better to increase achievement scores, and yield more "proficient" students than before.

A standardized is any test that is administered and scored in a consistent manner to ensure legal defensibility. Standardized tests are often used in education, professional certification, psychology (e.g. MMPI), the military and many other fields.

A non-standardized test is usually flexible in scope and format, variable in difficulty and significance. A non-standardized test may be used to determine the proficiency level to students, to motivate students to study, and to

provide feedback to students. In some instances, a teacher may develop non-standardized tests that resemble standardized tests in scope, format, difficulty for the purpose of preparing their students for an upcoming standardized test.

Finally the frequency and setting by which non-standardized tests are administered are highly variable and are usually constructed by the duration of the class period.

Despite their widespread use, the validity, quality, or use of tests, particularly standardized tests in education have continued to be widely supported or criticized.

Feedback or diagnosis of test taker's performance
Fair and efficiency

Promotes accountability

Improves Performance

Activity 2

Survey the assessment practices followed in different schools - zilla, Parishad / Govt, Private and Residential areas. Prepare a report.

The National Assessment of educational Progress (NAEP) is the largest continuing and nationally representative assessment of what American students know and can do in various subjects.

NAEP is a congressionally mandated Project administered by the National center for education Statistics (NCES), within the institute of Education sciences (IES) of the U. S. Department of education.

NAEP results are designed to provide group-level data on student achievement in various subjects, and are released as the Nation's Report Card. There are no results for individual students, classrooms, or schools. NAEP reports results for different demographic groups,

including gender, socioeconomic status and ethnicity.

In addition to assessing student achievement in various subjects, NAEP also surveys students, teachers, and school administrators to help provide contextual information. Questions asking about participants' race or ethnicity, school attendance, and academic expectations help policy makers, researchers, and the general public better understand the assessment results.

NAEP uses a carefully designed sampling procedure that allows the assessment to be representative of the geographical, racial, ethnic, and socio-economic diversity of the schools and students in the United States.

NAEP is conducted in partnership with states. The NAEP program provides funding for a full-time NSC in each state. NSCs provide many

important services for the NAEP program and are responsible for:

Coordinating the NAEP administration in the state, assisting with the analysis and reporting of NAEP data, and promoting public understanding of NAEP and its resources past studies over the years, NCES has conducted a number of other studies related to different aspects of the NAEP Program.

Private schools educate about 10 percent of the Nation's students. In the first report, assessment results for all private schools and for the longest private school categories - Catholic, Conservative Christian were compared with those for public schools (when applicable).

Technology - Based assessment project was designed to explore the use of technology, especially the use of the computer as a tool to enhance the quality and efficiency of

educational assessments criticism has drawn some criticism related to interpretation of results. For example, the Nation's Report Card reported "Males outperform Females at all three grades in 2005" as a result of science test scores of 100,000 students in each grade. Hyde and Linn criticizes this claim, because the mean difference was only 4 out of 300 point, implying a small effect size and heavily overlapped distributions. They argue that small differences in performance in the NAEP and other studies receive extensive publicity, reinforcing subtle, persistent, biases.

Activity 3 : Prepare a report by undertaking analysis of two school subjects (Public Exam of Previous Years)

Analysis of question paper is based on the developed distribution of weightage given to the following aspects: —

objectivity

Content

Form of questions

Difficulty level

Weightage to the objective: Weightage should be given to the various

objectives of teaching (e.g. knowledge, understanding

Application skill according to the emphasis given during the instruction)

Weightage to the Content: Weightage should be given to the different

sub-units based on their relevance to total subject

matter and time developed.

Weightage given to difficulty level:

To get optimum discrimination through a test most units questions should be of average difficulty level.

Analysis of class X board exam question paper (2015) subject : Social Science

SL NO	Quest No	objective	Specifi cation	Format question	Difficult level	Subunit	time	Marks
1	2	Recall	Under standing	objective	Easy	Reproduction	$\frac{1}{2}$ min	1
2	5	Recall	Knowledge	SA	Easy	Conservation	$1\frac{1}{2}$ min	2
3	11	Recogni- tion	Application	SA	Average	Production	3 min	3
4	13	Recall	Application	SA	Average	Reproduction	3 min	3
5	14	Recogni- tion	Application	SA	Difficult	Reproduction	3 min	3
6	15	Recog- nition	knowledge	Essay	Difficult	Evaluation	10 min	3
7	18	value knowledge	Essay		Average	Conservation	10 min	3
8	20	Recall	Application	objective	Average	Reproduction	10 min	3
9	21	Recall	Application	objective	Easy	Evaluation	$\frac{1}{2}$ min	5
10	28	Recogni- tion	Skill	SA	Easy	Herdity	$\frac{1}{2}$ min	1
11	29	Recogni- tion	knowledge	SA	Easy	Herdity	$1\frac{1}{2}$ min	1
12	35	Recogni- tion	Skill	SA	Easy	Reproduction	1 min	2

Analysis of class X board examination paper
 (2015) subject:

<u>Years</u> <u>set</u>	2006			2007			2010		
	A	B	C	A	B	C	A	B	C
Word limit				Word limit			Word limit		
Types of Questions				Types of Questions			Types of Questions		
Word limits				Word limit			Word limit		
Types of Questions				Types of Questions			Types of Questions		
Word limit				Word limit			Word limit		

Comparison of marks distribution for different form of questions in the question papers in different years for Mathematics and science

Activity

4. Administers an intelligence test on students of any class and interpret the results.

Definition: Intelligence tests are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension and judgements.

Purpose: The goal of intelligence tests is to obtain an idea of the person's intellectual potential. The test centers around a set of stimuli designed to yield a score based on the test maker's model of what makes up intelligence.

Precautions: There are many difficult types of intelligence tests and they all do not measure the same abilities. When determining whether or not to use an intelligence test, a person should make sure that the test has been developed.

A central criticism of intelligence tests is that psychologists and educators use these tests to distribute the limited resources of our society. Those who do not qualify for these resources based on intelligence test scores have not only become associated with a person's ability to perform certain tasks, but with self-worth.

Many people are under the false assumption that intelligence tests measure a person's inborn or biological intelligence. Intelligence tests are based on an individual's interaction with the environment and never exclusively measure inborn intelligence.

Advantages: In general, intelligence tests measure a wide variety of human behaviours better than any other measure that has been developed.

Test also provide information on cultural differences, and biological differences among people.

Disadvantage : Intelligent tests are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension, intelligence tests are often given as part of a battery of tests.

Intelligent tests have been criticized for their limited ability to predict non-test or nonacademic intellectual abilities.

Results : The person's raw scores on an intelligence test are typically converted to standard score. The standard scores allow the examiner to compare the individual's score to other people who have taken the test additionally, by converting raw scores to standard score the examiner has

uniform scores and can more easily compare an individual's performance on one test with another.

the individual's performance on another test.

Some researchers argue that intelligence tests have serious shortcomings. For example, many intelligence tests produce a single intelligence score. This single score is often inadequate in explaining the multidimensional.

Intelligent test have been criticized for their limited ability to predict non-test or non-academic intellectual abilities.

Activity 5: Conduct a survey to find out occupational choices of 9th class students and prepare a report.

choosing a future career is the biggest decision facing secondary school students -

objective = The purpose of this study was to identify the range of factors

and influences involved in students' careers and to assess whether students choose choices and to assess whether students choose a career compatible with their personality type.

theory; - this study was based on a localised adaptation of John Holland's Theory

of career choice available at

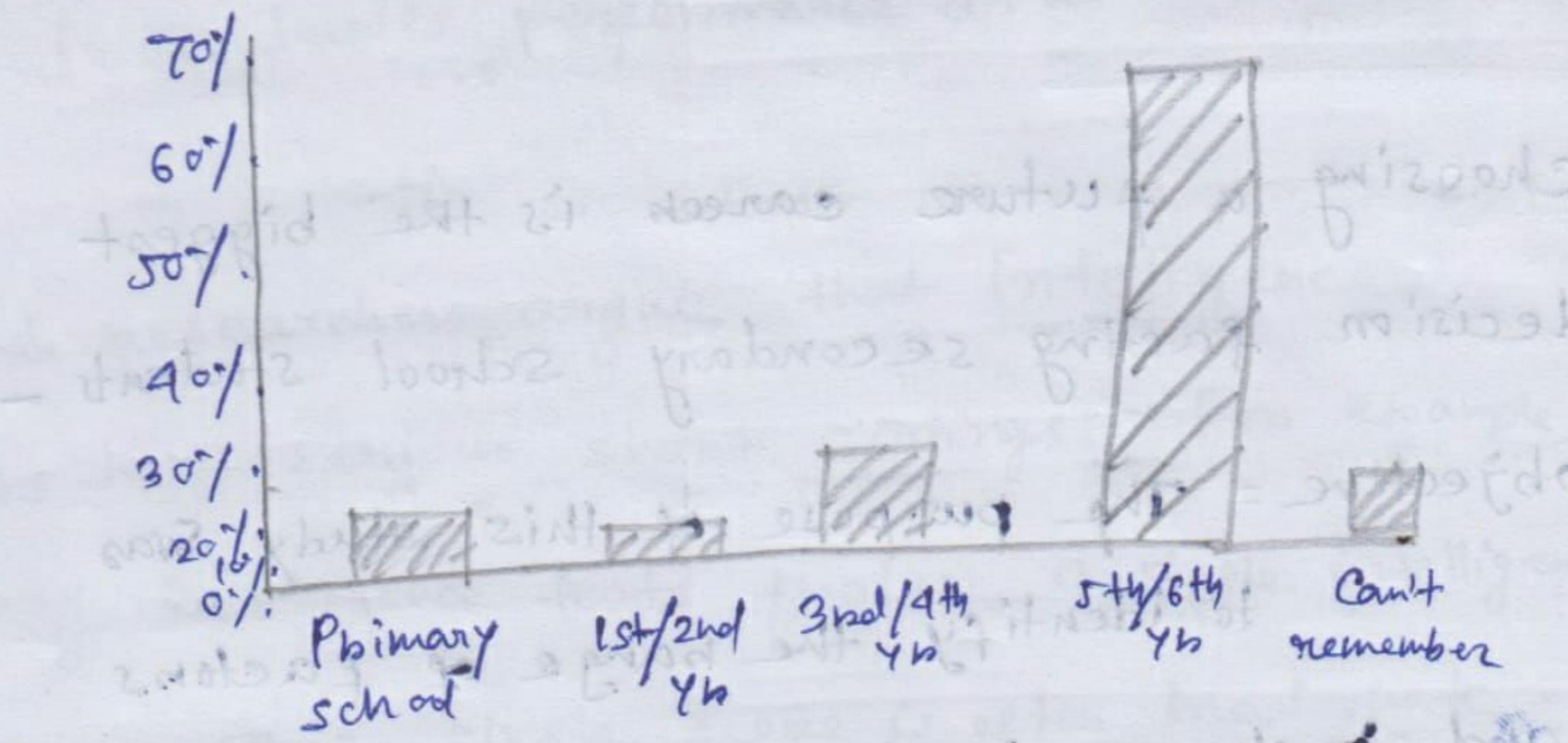
<http://www.careersportal.ie/careerplanning/>

interests

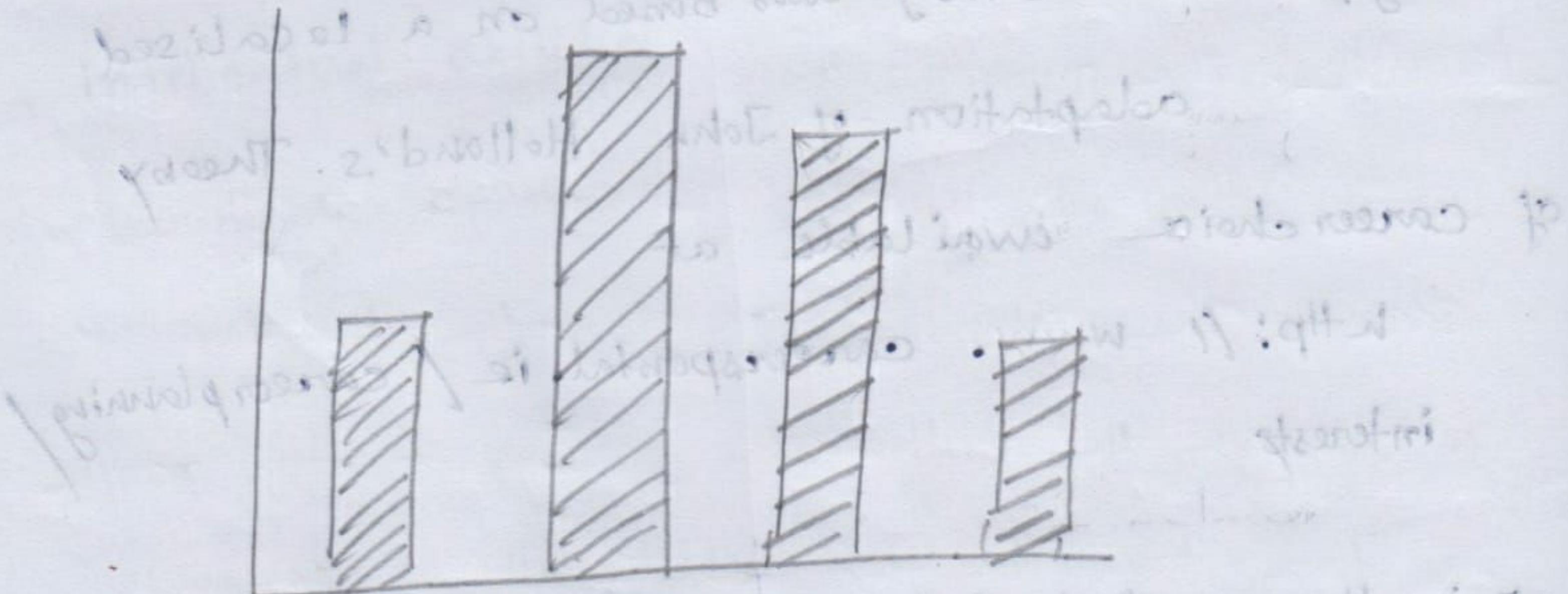
this theory helped to identify each student's compatible concept.

Deciding on a career

At what age did you decide your career?

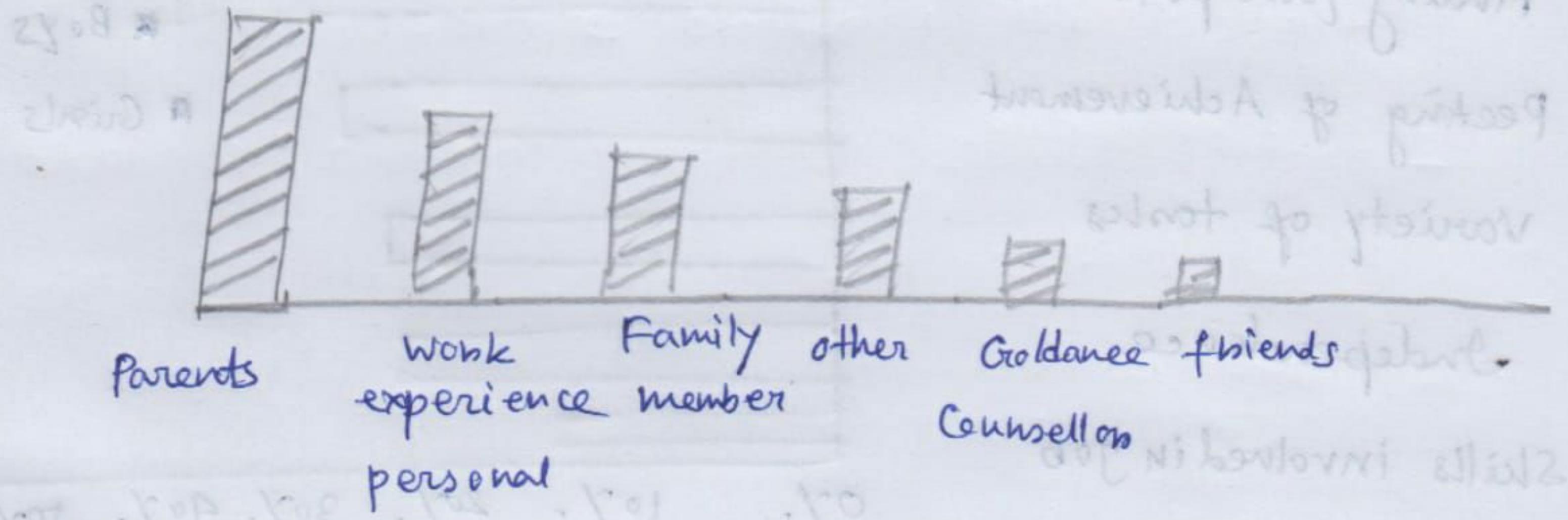


How difficult was it deciding your career?



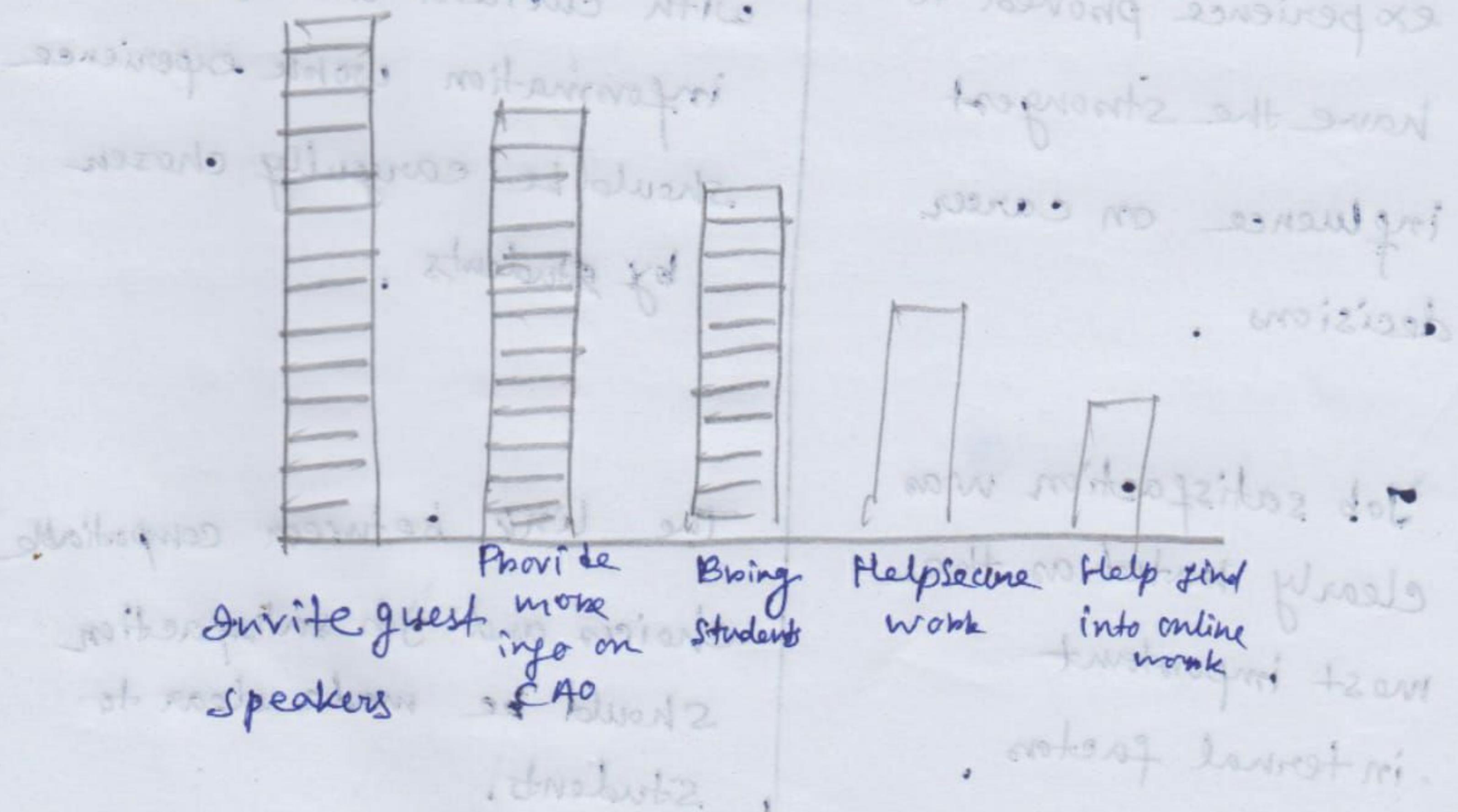
Influences on Career choice

Who has had the biggest influence on your career choice?



What more could guidance counsellors do?

Helping students choose
know about different subjects
and careers.



Career Motivation factors

Which internal factors motivates you?

- Job satisfaction
- Finding your potential
- Feeling of Achievement
- Variety of tasks
- Independence
- Skills involved in job



Conclusion

Parents and work experience proved to have the strongest influence on career decisions.

Job satisfaction was clearly rated as the most important internal factor.

Recommendation

Parents should be supported with current and relevant information. Work experience should be carefully chosen by students.

The link between compatible choices and job satisfaction should be made clear to students.