

TEACHER MADE TESTS

Teacher made test are the classroom tests and are developed by the teacher.

In classroom and schools for taking the necessary immediate or day to day instructional and administrative decisions, the teachers have to resort to some type of non-standardized tests or assessment devices. Since these tests are planned, developed and made into use by the teacher themselves in their local set up for meeting their classroom teaching learning needs so these are named as **TEACHER MADE TESTS OR DEVICES FOR THE ASSESSMENT**.

The classtests, unit tests, monthly tests, quaterly tests, half yearly and annual examinations held in the school are its examples.

These tests assess students learning every period of time or after a particular unit of study.

Steps Of Construction Of Achievement Test

STEP 1 - SETTING OBJECTIVES -

The teacher should look into the objectives of teaching learning of the particular unit or portion of the subject matter being taught to the students by him. He should specifically specify them clearly in terms of knowledge, understanding, skill, interest, attitude etc.

STEP 2 - COVERAGE OF THE WHOLE SYLLABUS -

The teacher should focus his attention to see what and how much portion of the syllabus or subject matter he has covered and accordingly the test is made.

STEP 3 - DECISION ABOUT THE TYPE OF ITEMS OR QUESTIONS -

This is essential aspect of the construction of the test. In a balanced written achievement test, there is a need for using all the three forms or types of questions. - Essay, Short & Objective type.

STEP 4 - DECISION ABOUT THE TIME -

This is concerned with the total time given to the students for giving responses to the items of the test.

STEP 5 - PREPARATION OF THE BLUEPRINT -

This is the most crucial step in planning of the test. It is the sort of the decision for the test paper in which one presents the detailed questions-wise distribution of marks over specific objectives, topics and forms of question.

STEP 6 - ITEM FORMATS

(Organizing & Arranging items or questions)

Items to be included in the test requires proper organization and arrangement.

✦ Essay and objective items should be kept in separate two sections with separate time limits.

Short items should be kept or tagged on either of these two sections.

Each section should have separate instructions.

Items should be arranged according to the difficulty from easy to difficult.

MCR - Multiple choice questions or items should be preferred as they are most reliable, and valid.

STEP 7 - TRY OUT AND ITEM ANALYSIS -

The test must be administered in an appropriate sample of students for its try out and suggested task of item analysis.

Item analysis is done for —

✦ Finding out non-clarity, mistakes, ambiguities etc.

✦ Determining difficulty values of each item.

✦ Determine discriminating value of each item.

With the help of item analysis one can modify and get rid of defects.

STEP 8 - DESIGNING OR PREPARING THE FINAL FORM OF TEST

After modifications, this final form should be printed and photostated as the demand of the situation for evaluation of the students' achievement.

STEP 9 - PREPARATION OF A SCORING KEY -

To ensure the objectivity in scoring, it is advisable to have a pre-determined way of scoring. The answers and procedure for scoring should be pre-determined like -

Division of marks according to sections.

No. of steps or points expected in answer.

No. of lines or words expected.

Weightage given to the steps or points expected.

Weightage to be given to points of explanation, illustration, tables, diagrams, sketching etc.

CRITERIA OF A GOOD ACHIEVEMENT TEST

1) VALIDITY -

A good achievement test must be valid. It should always be measurable i.e. what it seeks to measure. Validity refers to the accuracy of behaviour and therefore it signifies the degree of extent to which a testing instrument measures the ability or skill.

2) RELIABILITY -

It refers to the degree of consistency with which it measures what it is intended to measure.

It also refers to the faith put in object, person or system. Faith is created through accuracy and consistency of behaviour. If a test is not reliable it cannot be valid.

3) OBJECTIVITY -

Any test should be based on pre-determined objectives. The setter should have definite idea about the objective behind each item. The questions should be set in such a way that they carry only one correct answer, and the subjective opinions and the impressions of the scorer does not have any weightage.