

Construction And Standardization Of An Achievement Test In English For Class 9th Students

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Abstract

Achievement test is a tool for teacher's evaluation of students in school situation; with the help of achievement test, we can measure the amount of success of an individual in specific field. In school environment, it is used as an instrument to measure success of an individual in particular subject or group of subjects. It gives the knowledge about what an individual acquire by testing his abilities. The Investigator tried to construct and standardize an Achievement Test in English Subject of class 9th.

Introduction

Education:

The major aim of education is an all round development of individual's personality and to make an individual perfect.

Indira Gandhi defined "Education is a liberating force and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."

Mahatma Gandhi defined "By education I mean an all-round drawing out of the best in man – body, mind and spirit."

Achievement

Simpson and Weiner (1989) defined "Achievement as measurable behavior in a standardized series of tests. It is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action.

Oxford Advance Learner's Dictionary (1997) defined "Achievement as thing done successfully especially with effort or skill"

University Examination Commission (1948-49) defined, "Achievement tests are used to discover the extent or knowledge or skills which has been acquired and retained by a student."

Statement Of The Problem

The Problem under study is entitled as:-

- "Construction and Standardization of an Achievement Test in English for Class 9th Students."

Objective Of The Study

- The Major objective of the study is to construct and standardize an Achievement test in English for class 9th students.

Delimitations Of The Study

- 1.The sample was delimited to 30 students of 9th class for tryout test and 150 students for final form of the test under P.S.E.B., Mohali.
- 2.The test was restricted to the 9th class students under P.S.E.B., Mohali.
- 3.The test was standardized for the state of Punjab only.
- 4.The sample was taken only from five schools of Abohar and Fazilka.
- 5.The items of this test was selected from the English Grammar Book of class 9th.

Sample

A random sample was selected for standardizing the Achievement test. Only those students were selected who were promoted to 9th Class after clearing 8th Class Examination. Five schools belonging to Punjab School Education Board, Mohali were selected for data collection.

Selection Of The Test Items

Since the Achievement Test was intended for standard 9th. Therefore the English Grammar Book prescribed by P.S.E.B., Mohali was used for constructing this test. The entire syllabus was thoroughly scrutinized for item selection. Attempt was made to include questions of all types based on grammar. Multiple choice type questions, one word Questions, True/False, and Match the Followings were included with the help of expert judgment team.

Pilot Form

For the pilot form of the Achievement test for 9th class ;English Grammar book prescribed by P.S.E.B.Mohali; was used. 90 questions were prepared. Each item was allotted one mark. This test was administered on 150 students of 9th standard from five schools of Abohar and Fazilka which belongs to P.S.E.B. Mohali.

Sr. no.	School Name	City	No. of Students
1	Shivalik Public High School	Fazilka	30
2	Amrit Model High School	Abohar	30
3	D.C.L. Sr.Sec. School	Fazilka	30
4	Swami Keshwa Nand School	Abohar	30
5	Navyug Sen. Sec. School	Abohar	30

Ample time was given to students so that they could read the question carefully to give answer. This test is not a speed test and special emphasis was not given to record precise time.

The Achievement Test answer sheets were collected after completion of the test for items analysis. Each correct alternative answer was given one mark and zero for each incorrect response. Skipped questions were not included in the analysis.

Item Analysis

The items were analyzed discriminatory index keeping in view their difficulty level. After the administration of the pilot form of the achievement test and the scoring of the test, the test questions were be arranged from best to the worst.

Those with the difficulty level 40 to 60% and having discrimination index of 0.18 were retained in the Achievement test.

Discrimination Index

Discrimination index was calculated by the 27% rule. The group was divided into three parts. The best 27% is named as the upper group and the 27% from the worst end will be termed as the lower group.

The remaining students were constituted the middle group. For item validity that is the discriminatory values of each item upper and lower group performance was considered.

Discriminatory index was calculated using the following formula.

$$D.I.= \frac{U-L}{N/2}$$

Where D.I. = Discriminatory Index

U = The number of students in upper group who response correctly.

L = The number of students in the lower group who response correctly.

N = The total number of students.

Items with the discrimination index equal to 0.18 was remained and below 0.18 was rejected.

Final Form of the Test

30 items were eventually chosen for the final form, which were administered on 150 students from various schools of Abohar and Fazilka . These schools are affiliated to P.S.E.B., Mohali. Instructions were given to the students before the test to be started. The tests were then scored, each correct response obtained one mark.

Validity

Experts Judgment was taken for content validity of the test.

Reliability

The Split half method was used to establish reliability & calculated reliability is .72

Suggestions for Further Study

1. Achievement tests in other school subjects can be prepared and standardized.
2. Achievement tests for other classes can also be prepared and standardized.
3. The test prepared in present study may further be improved.
4. The Sample for the study should be taken as large as possible for better results of study.

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