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TEACHER MADE TEST

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INTRODUCTION OF TEACHER MADE TEST:

A teacher-made test is an assessment created by an instructor to evaluate students' understanding of a particular subject or topic. These tests are designed by the teacher based on the learning objectives, curriculum, and materials covered in the classroom. They can include various types of questions such as multiple-choice, short answer, essay, or problem-solving questions tailored to assess the students' knowledge, comprehension, and critical thinking skills. Teacher-made tests are an essential tool for gauging student progress and informing instructional decisions.

DEFINITION OF TEACHER MADE TEST

A teacher-made test is an assessment created by an educator to evaluate students' understanding of specific learning objectives or course material. These tests are typically tailored to the content covered in a particular class or curriculum and can include a variety of question types, such as multiple choice, short answer, and essay questions.

Concept: Teacher made tests are designed by educators to evaluate students' comprehension, knowledge, and skills in a particular subject or topic. These tests can vary in format, including multiple-choice, short answer, essay questions, and more.

OBJECTIVES OF TEACHER MADE TEST

The main objectives of teacher-made tests are:

1. Assessing students' understanding of the material taught.
2. Measuring students' ability to apply concepts and skills.
3. Providing feedback to both students and teachers on learning progress.
4. Identifying areas where students may need additional support or instruction.

CHARACTERISTICS OF TEACHER MADE TEST

1. Aligned with specific learning objectives or standards.
2. Varied in format to assess different types of knowledge and skills.
3. Clear instructions and questions to avoid confusion.
4. Fair and unbiased towards all students.
5. Reliable and valid in measuring what they are intended to measure.
6. Can be tailored to accommodate diverse learning needs and preferences.

NEEDS OF TEACHER MADE TEST

Teacher-made tests fulfil several needs within the educational context, including:

1. Providing ongoing feedback on student learning.
2. Guiding instructional planning and adjustments.
3. Motivating students to engage with course material.
4. Assessing the effectiveness of teaching methods and curriculum.
5. Identifying areas for further instruction or remediation.

IMPORTANCE OF TEACHER MADE TEST

1. Tailored to match the specific learning goals and objectives of a particular course or unit.
2. Allow for immediate feedback, enabling timely intervention and support.
3. Promote active learning and critical thinking skills.
4. Encourage student accountability and self-assessment.
5. Provide valuable data for assessing student progress and informing instructional decision-making.

TYPE OF TEACHER MADE TEST

Formative Assessments: These tests are conducted during the learning process to monitor student progress and provide feedback for improvement.

Summative Assessments: These tests are administered at the end of a unit or course to evaluate overall student learning and mastery of content.

Diagnostic Assessments: These tests are used to identify students' strengths, weaknesses, and prior knowledge before instruction begins.

Performance Assessments: These tests require students to demonstrate their knowledge and skills through tasks such as projects, presentations, or portfolios.

Essay Test

Objective Test: This test is also known as a new type of examination. Such tests were created in the early years of the present century. As the shortcomings of essay-based examinations began to be understood, the importance of teacher-made objective tests increased. At present, they are proving to be so useful that they are being used in every type of oral and written examination. Their usefulness is increasing in providing various types of guidance to people, making predictions regarding the subject matter, etc.

Overall, teacher-made tests play a crucial role in assessing student learning, guiding instruction, and promoting continuous improvement in the educational process.

INTRODUCTION OF FORMATIVE

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Unlike summative assessment, which evaluates student learning at the end of an instructional unit, formative assessment occurs throughout the learning process. It involves a variety of methods such as quizzes, discussions, observations, and peer assessments to gauge students' understanding, identify areas of confusion, and inform instructional decisions. The goal is to enhance learning by providing timely feedback and addressing misconceptions as they arise. Formative assessment promotes active student engagement, self-regulation, and reflection, ultimately leading to deeper understanding and improved academic performance.

CONCEPT OF FORMATIVE ASSESSMENT

Formative assessment is a type of assessment that occurs during the learning process. It aims to provide ongoing feedback to both learners and instructors to monitor learning progress and adjust teaching methods accordingly.

DEFINITION OF FORMATIVE ASSESSMENT

Formative assessment refers to the process of gathering evidence of learning to inform instruction and provide feedback for improvement. It is typically ongoing and used to adjust teaching and learning strategies in real-time.

CHARACTERISTICS OF FORMATIVE ASSESSMENT

- 1. Continuous:** It occurs throughout the learning process, rather than just at the end of a unit or course.
- 2. Feedback-oriented:** Emphasis is placed on providing constructive feedback to guide further learning.
- 3. Diagnostic:** It helps identify areas of strength and weakness in students' understanding.
- 4. Varied:** Formative assessments can take many forms, including quizzes, discussions, observations, and projects.

5. Informative: Results of formative assessments are used to adapt instruction and support student learning.

MERIT OF FORMATIVE ASSESSMENT

1. Enhances Learning: It provides timely feedback, allowing students to identify and address misconceptions and gaps in understanding.

2. Improves Teaching: Instructors can adjust their teaching methods based on real-time feedback, leading to more effective instruction.

3. Encourages Engagement: Students are actively involved in their learning process, leading to increased motivation and participation.

4. Supports Differentiation: Teachers can tailor instruction to meet the diverse needs of students.

DEMERIT OF FORMATIVE ASSESSMENT

1. Time-Consuming: Designing and implementing formative assessments can be time-intensive for both teachers and students.

2. Subjectivity: Feedback provided in formative assessments may be subjective, depending on the assessor's interpretation.

3. Overemphasis on Testing: If not carefully implemented, formative assessments can lead to an overemphasis on testing rather than focusing on the learning process itself.

4. Potential for Bias: There is a risk of bias in assessment methods or interpretations, which could impact the validity of results.

CONCLUSION

Overall, while formative assessment has its challenges, its benefits in supporting student learning and informing instruction make it a valuable tool in educational settings.

INTRODUCTION OF SUMMATIVE ASSESSMENT

A summative assessment is an evaluation conducted at the end of a learning period to measure a student's overall achievement or mastery of content. It typically comes in the form of exams, projects, or essays and is used to assign grades or determine advancement to the next level of education. Summative assessments provide a summary of learning and are often contrasted with formative assessments, which are ongoing assessments used to monitor progress and guide instruction.

CONCEPT OF SUMMATIVE ASSESSMENT

Summative assessment is an evaluation process used to measure a student's overall achievement and learning outcomes at the end of a specific instructional period, typically a unit, course, or academic year. It focuses on assessing the culmination of learning, often through tests, exams, projects, or presentations. The primary purpose of summative assessment is to determine the extent to which students have mastered the material and achieved the intended learning outcomes.

ITS MAIN CHARACTERISTICS INCLUDE:

- 1. End-point Evaluation:** It typically occurs at the conclusion of a learning period to assess what students have learned.
- 2. Formal:** Summative assessments are often formalized, standardized, and structured, involving predefined criteria and rubrics.
- 3. Grading:** Results are often graded or scored, providing a summary of the student's performance.
- 4. Feedback:** While less focused on providing immediate feedback for learning improvement, summative assessments can still offer insights into areas for future development.

MERITS OF SUMMATIVE ASSESSMENT INCLUDE:

- 1. Accountability:** It provides a snapshot of student achievement, offering a clear indication of whether learning objectives have been met.
- 2. Benchmarking:** It allows for comparison of students' performance across classes, schools, or districts.
- 3. Course Evaluation:** It helps educators evaluate the effectiveness of their teaching methods and curriculum.

DEMERITS OF SUMMATIVE ASSESSMENT CAN INCLUDE:

- 1. Limited Feedback:** Since it typically occurs at the end of a learning period, students may not receive timely feedback to address weaknesses.
- 2. Stress:** The high stakes nature of summative assessments can induce stress and anxiety in students, potentially affecting performance.
- 3. Narrow Focus:** It may not capture the full range of students' abilities or learning progress, as it often focuses on specific outcomes or standards.

CONCLUSION

In summary, while summative assessment provides valuable data on student achievement and program effectiveness, it's important to balance its use with formative assessments that offer ongoing feedback for student growth and development.

INTRODUCTION OF DIAGNOSTIC ASSESSMENT

Diagnostic assessment is a method used in education and psychology to evaluate a student's strengths, weaknesses, knowledge, and skills in a particular subject or area. It aims to diagnose individual learning needs and provide insights into how to tailor instruction to meet those needs effectively.

DEFINITION OF DIAGNOSTIC ASSESSMENT

Diagnostic assessment involves the systematic gathering of information about a learner's abilities, knowledge, and skills in order to identify areas of difficulty and strengths. It typically involves various methods such as tests, observations, interviews, and checklists to provide a comprehensive understanding of a student's learning profile.

CHARACTERISTICS OF DIAGNOSTIC ASSESSMENT

- 1. Individualized:** Diagnostic assessments are tailored to the specific needs of each student, allowing for personalized instruction and intervention.
- 2. Comprehensive:** They assess multiple aspects of learning, including cognitive abilities, academic skills, and social-emotional development.
- 3. Formative:** Diagnostic assessments provide ongoing feedback to inform instructional decision-making and support student progress.
- 4. Objective:** They use standardized procedures and criteria to ensure reliability and validity in the assessment process.
- 5. Responsive:** Diagnostic assessments enable educators to quickly identify learning gaps and adapt instruction to address them effectively.

MERITS OF DIAGNOSTIC ASSESSMENT

- 1. Early Intervention:** Diagnostic assessments help identify learning difficulties early, allowing for timely intervention and support.
- 2. Customized Instruction:** They provide valuable insights into individual student needs, enabling educators to tailor instruction to meet those needs effectively.
- 3. Improved Learning Outcomes:** By targeting specific areas of difficulty, diagnostic assessments can lead to improved learning outcomes and academic performance.
- 4. Data-Driven Decision Making:** They provide objective data that educators can use to make informed decisions about curriculum planning, instructional strategies, and student support services.

DEMERITS OF DIAGNOSTIC ASSESSMENT

1. Time-Consuming: Conducting diagnostic assessments for each student can be time-consuming, especially in large classrooms.

2. Resource Intensive: They may require specialized training, materials, and technology to administer and interpret effectively.

3. Potential for Bias: Diagnostic assessments must be administered and interpreted with care to avoid bias based on factors such as cultural background, language proficiency, or socioeconomic status.

4. Limited Scope: While diagnostic assessments provide valuable insights into specific areas of difficulty, they may not capture the full range of a student's abilities or potential.

CONCLUSION

Overall, while diagnostic assessments have several merits in supporting student learning, educators must also consider their limitations and ensure they are used in conjunction with other assessment methods to provide a comprehensive understanding of student progress and needs.

INTRODUCTION OF PERFORMANCE ASSESSMENT

Performance assessment is a method used to evaluate an individual's or organization's effectiveness in achieving goals and objectives. It involves measuring and analyzing various aspects of performance against predefined criteria.

CONCEPT OF PERFORMANCE ASSESSMENT

Performance assessment aims to provide feedback on the performance of individuals, teams, or organizations, helping identify strengths, weaknesses, and areas for improvement.

DEFINITION OF PERFORMANCE ASSESSMENT

Performance assessment is the systematic process of evaluating and analyzing the performance of individuals, teams, or organizations based on predetermined criteria, goals, and objectives.

CHARACTERISTICS OF PERFORMANCE ASSESSMENT

- 1. Objective:** Performance assessment should be based on measurable criteria and standards.
- 2. Continuous:** It is an ongoing process rather than a one-time event, allowing for regular feedback and improvement.
- 3. Transparent:** Criteria and standards should be clear and communicated to all parties involved.
- 4. Feedback-oriented:** Performance assessment provides feedback to help individuals or organizations understand their performance and make necessary improvements.

5. Tailored: Assessment methods should be tailored to the specific needs and goals of the individual or organization being evaluated.

MERIT OF PERFORMANCE ASSESSMENT

1. Enhances productivity: Provides feedback to individuals or organizations, helping them identify areas for improvement and increase productivity.

2. Facilitates career development: Helps individuals identify strengths and weaknesses, enabling them to develop skills and progress in their careers.

3. Aligns with organizational goals: Ensures that individual and team performance aligns with organizational objectives, leading to overall success.

4. Encourages accountability: Holds individuals and teams accountable for their performance, fostering a culture of responsibility and ownership.

DEMERIT OF PERFORMANCE ASSESSMENT

1. Subjectivity: Performance assessment can be influenced by bias or subjective judgments, leading to unfair evaluations.

2. Anxiety and stress: The evaluation process can cause stress and anxiety for individuals, especially if it is perceived as punitive rather than developmental.

3. Time-consuming: Implementing performance assessment requires time and resources, which can be burdensome for organizations.

4. Resistance to change: Some individuals or organizations may resist performance assessment, fearing negative consequences or feeling threatened by the process.

INTRODUCTION OF ESSAY TEST

An essay test is a form of assessment where students are required to write a response to a specific question or prompt. Unlike multiple-choice or short-answer tests, essay tests allow students to demonstrate their understanding, critical thinking skills, and ability to articulate ideas in a coherent manner.

CONCEPT OF ESSAY TEST

The concept of an essay test revolves around evaluating a student's knowledge, comprehension, and analytical skills through written expression. It assesses the depth of understanding and the ability to synthesize information, making it a valuable tool for assessing higher-order thinking skills.

DEFINITION OF ESSAY TEST

An essay test is an assessment method in which students are asked to write responses to questions or prompts in a structured, coherent manner, typically within a specified time frame. These responses are then evaluated based on criteria such as content knowledge, clarity of expression, organization, and coherence.

CHARACTERISTICS OF ESSAY TEST

- 1. Open-ended:** Essay tests allow for a wide range of responses, giving students the opportunity to express their ideas in their own words.
- 2. Subjective:** Evaluation of essay responses involves subjective judgment by the examiner, as opposed to objective scoring methods like multiple-choice tests.
- 3. Comprehensive:** Essay tests can cover a broad range of topics and require students to demonstrate a deep understanding of the subject matter.
- 4. Analytical:** Essay prompts often require students to analyze information, draw conclusions, and provide evidence to support their arguments.
- 5. Time-consuming:** Both administering and grading essay tests can be time-consuming, as each response must be carefully read and evaluated.

MERITS OF ESSAY TEST

- 1. Assess Higher-Order Thinking:** Essay tests are effective in assessing critical thinking, analytical skills, and the ability to apply knowledge to real-world situations.
- 2. Encourage Deep Learning:** Writing essays requires students to engage with the material in a meaningful way, leading to a deeper understanding of the subject matter.
- 3. Flexible:** Essay tests allow for flexibility in assessing a wide range of learning outcomes, including creativity, originality, and depth of understanding.
- 4. Authentic Assessment:** Essay tests closely mirror real-world tasks such as writing reports, analyzing case studies, or expressing opinions, making them more authentic assessments of student learning.

DEMERITS OF ESSAY TEST

- 1. Subjectivity:** The subjective nature of essay grading can lead to inconsistency and bias in evaluation.
- 2. Time-Consuming:** Both administering and grading essay tests can be time-consuming, particularly in large classes.

3. Limited Sampling: Essay tests may not cover as much content as other forms of assessment, leading to potential gaps in assessing student learning.

4. Lack of Standardization: Due to the open-ended nature of essay prompts, it can be challenging to establish clear criteria for evaluation, leading to variability in scoring.

CONCLUSION

While essay tests offer valuable insights into students' understanding and skills, they also present challenges in terms of consistency, time management, and standardization. Balancing their merits and demerits requires careful consideration of the learning objectives and assessment goals.

INTRODUCTION OF OBJECTIVE TEST

Objective tests are a type of assessment that measure a person's knowledge, skills, or abilities using predetermined questions with specific correct answers. These tests are designed to be scored easily and reliably, typically through automated means, and are often used in educational settings, recruitment processes, and psychological assessments.

CONCEPT OF OBJECTIVE TEST

Objective tests present respondents with a set of questions or items, each with a fixed set of response options. The questions are typically structured as multiple-choice, true/false, or matching formats, where there is a clear correct answer for each item.

DEFINITION OF OBJECTIVE TEST

Objective tests are assessments where there is one correct answer for each question, allowing for standardized scoring and interpretation.

CHARACTERISTICS OF OBJECTIVE TEST

- 1. Clear Correct Answers:** Each question has a single correct answer.
- 2. Standardized Administration:** The test is administered under uniform conditions to ensure fairness and reliability.
- 3. Objective Scoring:** Scoring is typically automated or straightforward, minimizing subjectivity.
- 4. Efficiency:** Objective tests can be administered to large groups efficiently.
- 5. Reliability:** They tend to have high reliability due to standardized administration and scoring procedures.

MERITS OF OBJECTIVE TEST

1. Scalability: Objective tests can be administered to large groups simultaneously, making them efficient for assessing a large number of individuals.

2. Reliability: Due to their standardized format and scoring, objective tests often have high reliability.

3. Objectivity: Scoring is typically objective, reducing the potential for bias or subjectivity in assessment.

4. Ease of Administration: Objective tests can be administered and scored quickly and efficiently, saving time for both administrators and respondents.

5. Ease of Analysis: Results can be easily analyzed and compared across individuals or groups due to standardized scoring procedures.

DEMERITS OF OBJECTIVE TEST

1. Limited Depth of Understanding: Objective tests may not fully assess higher-order thinking skills or deeper understanding of a subject.

2. Guessing: Respondents can sometimes guess the correct answer, potentially inflating scores.

3. Limited Assessment of Skills: Some skills, such as creativity or critical thinking, may be challenging to assess through objective tests alone.

4. Difficulty in Constructing Quality Items: Crafting effective objective test items that accurately measure the intended knowledge or skill can be challenging.

5. Cultural Bias: Objective tests may inadvertently favor certain cultural or socio-economic groups, leading to unfairness in assessment outcomes.

CONCLUSION

In summary, objective tests offer efficient and reliable assessments but may not capture the full range of skills and abilities, and their construction requires careful consideration to ensure validity and fairness.

CONCLUSION OF THIS ABOVE CONTANT

The conclusion of a teacher-made test should ideally summarize the key findings or insights gained from the assessment process. Here's how conclusions might vary based on different types of tests:

1. Formative Assessment: In the conclusion of a formative assessment, the teacher might reflect on students' progress towards learning goals, identify areas of strength and weakness, and outline next steps for instruction or intervention.

2. Summative Assessment: For summative assessments, the conclusion might focus on overall student achievement, comparing individual or group results to established standards or benchmarks, and providing feedback for future learning.

3. Diagnostic Assessment: In a diagnostic assessment, the conclusion might highlight specific areas of difficulty or misunderstanding identified in students' performance, helping to guide targeted instruction or remediation.

4. Performance Assessment: For performance assessments, the conclusion could evaluate students' ability to apply knowledge and skills in authentic contexts, assess the quality of their work, and offer suggestions for improvement.

5. Essay/Objective Assessment: The conclusion of an essay or objective assessment might summarize key themes or concepts addressed, provide feedback on the clarity and coherence of student responses, and suggest areas for further exploration or review.

Overall, the conclusion of a teacher-made test serves as an opportunity to synthesize the assessment data, provide meaningful feedback to students, and inform instructional decisions moving forward.

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