
UNIT 10 COMMONLY USED TESTS IN SCHOOLS

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10.1 INTRODUCTION

Assessment and evaluation are integral part of teaching-learning process. In the process of assessment of school students, teacher plays an important role. Hence, she/he must be familiar with those tests/tools which are very often used in schools. There are various tools/ tests used in schools in order to get required information from students. It is widely accepted that nature and structure of tests are different with respect to content, learners, context, etc., however, there are some tests which are more or less used in schools.

In this Unit, we will discuss about the commonly used tests in schools. Some of them are achievement, aptitude, achievement-cum-performance test, diagnostic test and remedial activities, oral test, question bank and observation techniques.

10.2 OBJECTIVES

After going through this Unit, you should be able to :

- describe the commonly used tests in schools;
- explain achievement and aptitude tests;
- explain the use of the performance based achievement test;
- describe the need and importance of diagnostic testing;
- explain the concept of question bank and its benefits;
- discuss the need of practical and oral tests;
- prepare guidelines for assessing practical work and skills;
- explain the role of observation in peer and group activity; and
- elaborate various techniques of self observation.

10.3 COMMONLY USED TESTS

The primary task of a teacher is to know to what extent a student achieved the desired learning objectives. In order to carry out the above task, a teacher uses certain tests, which are very common in schools. They are :

10.3.1 Achievement Test

Achievement tests play a significant role in the school programme and are widely used at both elementary and secondary levels. Achievement tests attempt to assess what a learner has learned following a specific course of instruction. The very common achievement tests used in the schools are teacher made achievement tests and standardised achievement tests. In such tests, validity is determined primarily by content-related evidence. In other words, these tests are considered valid if they adequately sample the domain of contents (e.g. Mathematics, Science, Language, Social Science) being assessed.

10.3.2 Aptitude Test

Aptitude tests attempt to evaluate a student's potential ability to learn rather than how much she/he has already learned. Unlike achievement tests, aptitude tests evaluate a wide range of experiences obtained in a variety of ways. They evaluate the unknown and uncontrolled experiences. The validity of an aptitude test is judged primarily on its ability to predict future performance.

10.3.3 Achievement Test Versus Aptitude Test

There are two major types of ability test which attempts to measure either achievement or aptitude. For the assessment of achievement, we are interested in such questions as "how much does the learner know about Indian History"? or "How well can the learner solve certain types of mathematical problems?" When we focus on aptitude, we are really interested in the student's potential ability to perform a task in the future and want

answer to such questions as “How able is this pupil to perform in subsequent instructional situations?”

The following Table summarizes the differences between achievement and aptitude test.

Table 10.1 Differentiate between Achievement and Aptitude tests

Achievement Tests	Aptitude Tests
<ul style="list-style-type: none"> • Evaluate the effects of known or controlled set of experience. 	<ul style="list-style-type: none"> • Evaluate the effects of unknown or uncontrolled set of experiences.
<ul style="list-style-type: none"> • Evaluate the product of a course of training. 	<ul style="list-style-type: none"> • Evaluate the potential to profit from a course of training.
<ul style="list-style-type: none"> • Rely heavily on content validation procedure. 	<ul style="list-style-type: none"> • Rely heavily on predictive criterion validation procedures.

10.3.4 Performance based Achievement Test

Performance based achievement tests are those that require the examinee to perform a task (content related) rather than answer few questions. One feature of performance tests is that they are usually administered individually so that examiner can find out the errors committed by the examinee and can assess how long it takes him to complete the given task. Whatever may be the types of performance test, the common feature of all performance tests is their emphasis on the pupil’s ability to perform a task.

Check Your Progress 1

- Note :** a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the unit.

1. What is the basic difference between achievement test and aptitude test?

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2. How does performance based achievement test differ from achievement test?

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10.4 DIAGNOSTIC TESTING AND REMEDIAL ACTIVITIES

The quality of teaching-learning process depends on the quality of evaluation being carried out in schools. Assessment is a continuous process based on the continuous growth of the child. It, thus, yields a constant flow of feedback both for the student and the teacher for further improving their performance. It covers all the aspects of pupil growth, scholastic as well as co-scholastic domain. One of the major characteristics of assessment is to improve learning through diagnosis and remediation. The need of diagnostic tests and subsequent remedial measures are, therefore, essential component of continuous and comprehensive assessment in the school based assessment. The term diagnosis refers to the process to find out the learning difficulty of individual student and accordingly remedy is being provided.

10.4.1 Diagnostic Testing

In the field of educational evaluation, the term diagnosis is used with regard to assessment and performance of the student. The diagnostic tests are used to discover difficulties encountered by pupils who are failing to make normal progress in school subjects. The diagnostic testing involves not only diagnosing the kinds of difficulties but also their levels of difficulties. It is based upon an analysis of mental process involved in learning a subject, for example, in Mathematics various mental processes involved in computation skills. When a student fails continuously in a particular subject such as Mathematics, Science, Language, etc. then a more detailed diagnosis is necessary to know the difficulties of the student in learning the content material. In that case diagnostic testing needs to be more detailed, in depth and individualised. The aim of diagnostic testing is to determine the cause of learning problems as accurately as possible and to formulate a plan for remedial instruction. Diagnostic test helps to find out the inadequacy in specific skills. The very purpose is to locate the areas in which new innovative additional instruction is required or in which teaching methods have to be incorporated. These tests assist to find out the specific kind of instruction and practice which will be required to achieve the desired learning objectives. The diagnostic assessment, thus, constitutes identification of learning difficulties and helps in planning and providing remedial instruction.

Process of Diagnosing Learning Difficulties

The process of diagnosing learning difficulties involves a number of steps. The first step is observation of the student's behaviour. The next step may be his/her classroom interaction that means the way he/she explains his/her understanding of the concept under a teaching unit. The third step is to ask oral questions about his/her level of understanding. By doing all these activities the teacher may know what is the level of a student's understanding and his/her learning difficulties. The fourth step is testing the learning achievement through a unit test.

Determining who is having Difficulty

In order to determine who is having learning difficulty, we can divide the pupils into two categories: pupils who are having problems in the basic skills

and the content areas; and pupils who are having difficulty in social relations, emotional and personal adjustments. Learning problems of the latter category are significant as they have direct bearing on the pupils learning effectiveness in basic skills. There may be some cases of learning difficulties of specific nature. Informal classroom evaluation procedure can also be used to detect learning difficulties. Rating scales, checklists, anecdotal records and other observational devices also provide clues concerning learning problems. The day-to-day observations and judgments of an experienced teacher are especially valuable because he/she frequently spots a pupil's difficulty before it becomes serious.

Determining the Specific Nature of the Learning Difficulties

In identifying pupils' learning difficulty of specific nature a much closer study of the pupils behaviour is needed. In other cases, it may be necessary to supplement this information by further diagnostic study before planning remedial measures. Still in others, the learning problem may be so persistent and severe that the pupil should be referred to a specialist for intensive assessment of the problem and diagnosis.

Determining the Factors causing Learning Difficulties

Some learning difficulties can be attributed to improper teaching methods, unsuitable curriculum or exceptionally complex course materials. Such instances are easy to detect because a relatively large number of pupils will experience the same difficulty. When this occurs, we should, of course, focus our attention on locating and correcting the shortcomings in our instructional methods and materials. This is one of the major ways in which evaluation results can contribute to improved instruction.

Care is required on the persistent learning difficulties of individual pupils which cannot be accounted for to ineffective instruction. To determine the causes of such problems, we must make a careful study of the pupil and his/her environment. The major areas to consider are the pupil's scholastic aptitude, reading, arithmetic and language skills, work-study skills, health and physical condition, emotional adjustment and home environment. Unfavourable factors in any of these areas might cause or contribute to learning problems.

It should be noted that the causes of learning difficulties are multiple and complex and seldom can be fully determined by the classroom teacher. However, a review of pupil's cumulative record, special testing and observations (as needed), an interview with the pupil and possibly a home visit should provide additional information for diagnosis. If the pupil's learning problem require more extended study, the pupil should be referred to a specialist.

Steps Involved in the Construction of Diagnostic Test

A simple and common framework of constructing a diagnostic test can be given in terms of the following seven steps:

1. Identifying the learning difficulties.
2. Analysing errors.
3. Analysing content.
4. Analysing learning points to be covered emerging from the above.

5. Developing test formats and tryout.
6. Selecting items for inclusion in the test.
7. Assembling the test.

10.4.2 Example of a Diagnostic Test in Mathematics

It is widely accepted that mathematics is a subject in which children tend to commit mistakes. For example, a student of Class IV showed poor performance in mathematical concept of division of numbers. To diagnose the learning difficulty in the concept, the following steps were taken as discussed above. First, it was ensured that the problem exists, then the course content of the difficult concept was scrutinized, analyzed in terms of sub-concepts. It was found that the student showed poor performance mainly with problems related to division. The sequence of the sub-concepts of the concept of division were analysed along with problem situations. It is well known that the process of division requires the knowledge on the process of subtraction, multiplication as well as memory of tables. So the student having difficulty in division might have difficulty in one or more above concepts. In order to know the exact difficulty faced by the student in the process of division a blueprint can be prepared for the construction of the diagnostic test.

10.4.3 Remedial Activities

Remedial instruction through various activities is employed to remedy or remove the effects of poor teaching and learning. It may be concerned with the teacher also who for one reason or another has used ineffective methods of teaching. It is based upon a careful diagnosis of defects and causes and aims to correct weaknesses found in the pupil's learning achievement.

In addition to this, the use of the term "remedial" is also employed in a broader sense to connote teaching which is developmental in its scope. There are pupils in our schools, who may not possess any inherent disability which needs correction, but there are pupils who may need assistance urgently in developing increased competence in reading and other fundamental processes. In those cases, it is not primarily a problem of re-teaching or remedying of learning difficulties, but it is rather teaching for the first time these basic skills which are essentially needed and which apparently are lacking. In this sense, remedial teaching involves taking a pupil from where he is to greater achievement. It is just good teaching in which the learner and his needs occupy the focal point.

Alternative Remedial Activities for Overcoming the Learning Difficulties

There is no set pattern to be followed in helping pupils to overcome learning difficulties. In some instances, it may be a simple matter of review and re-teaching. In others, an extensive effort to improve motivation, correct emotional difficulties so as to overcome deficiencies in work study skills, may be required. The specific remedial procedures used in any given case will depend on the specific nature of the learning difficulty and the factors which have caused and contributed to it.

Testing and evaluation can play a vital role in most remedial programmes. The use of periodic testing during remedial teaching might serve any of the following functions: (i) inform the pupil the specific types of responses that are expected; (ii) provide further diagnostic information about the pupil's difficulties and learning needs; (iii) give the pupil a feeling of success through the use of a carefully graded series of test and exercises; (iv) motivate the pupil by providing short-term goals and immediate knowledge of progress; and (v) provide information concerning the effectiveness of the remedial procedures. Other evaluation techniques such as rating scales, check-lists, and anecdotal records can, of course, be used to provide feedback on learning progress and the success of the remedial programs.

Check Your Progress 2

- Note :** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the unit.

3. What is the need of diagnostic testing?

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4. Mention the steps of remediation.

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10.5 QUESTION BANK

A question bank consists of a series of assessment items of various types. It is a planned repository of test items to be used by teachers, parents, evaluators and students. Question bank is an inbuilt feedback mechanism for improvement of test items. Questions from the question bank are pooled for the measurement of pupils' achievement. Questions from the question bank are used for development for the revision purposes as well as for diagnosing the pupil's difficulties.

When we talk about the bank, we simply understand storage, credit and debit not more than this and that. Question bank refers to a process in which assessment items are systematically retained, stored, restored and whenever there is a need of these items, they are used and reused for assessment purpose. The question bank is designed to fulfill certain predetermined purposes. Its effective and efficient functioning requires genuine cooperative, collaborative and committed efforts. Its major focus

is improvement of teaching-learning process. Questions from the question bank are used for formative as well as summative assessment.

During the transaction of lesson, questions play a significant role from the beginning to the end of lesson e.g. questions have the role from pre-active stage to post-active stage through interactive stage.

Advantages of Question Bank

- Question bank helps in the development of a lesson.
- Question bank helps evaluator for reference purpose.
- Question bank helps in avoiding repetition of questions in specific subjects.
- It saves time, energy and labour in one-way or other.
- Previous questions help teachers, evaluators for preparation of new set of question papers.
- It helps students in self evaluation and peer evaluation.
- It provides wide range of ideas to the paper setter for preparation of questions.
- It helps in finding out the reliability and validity of newly framed questions with response to specific subject.
- It helps in avoiding the repetition of questions from time to time as well as helps to maintain the standard of question papers.

What can be Banked?

- Short questions i.e. objective type questions and structured questions with proper marking scheme.
- Practical examinations, phased practical tests and their component parts can quite readily be banked.
- Assignment can be banked.
- Projects can be banked.
- Any tests or exercise set as part of assessment may be banked.

Check Your Progress 3

Note : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

5. What is the utility of question bank in present educational context?

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10.6 ORAL TEST

There is a tradition of oral examination of students for a long time. Students used to go through various oral performance tests like reciting tables in correct way. In oral performance test, how to speak appropriately always matters. Many a times it does not matter what you are speaking rather how you are speaking. It requires speed as well power of speaking/ speech.

Oral questioning is a way to discover the thought process that a student uses in solving problem.

For example, students are asked to form train, bus, temple, arrange small to big of different objects, etc. In pre-school, kindergarten and lower classes probably the oral examinations are often desirable when an evaluator wishes to assess students' ability of integration of knowledge in several areas.

Oral examination/test is a face to face question answer activity between examiner and examinee. It is a time honored form of measurement and mainly used at the university level for examination of thesis, at the early childhood level for examination of content, and at the post-school level for examination of occupational placement. The modes of oral tests are interview, viva-voce, quiz contest, panel discussion. It is also a part of formative and summative assessment.

Objectives of Oral Test

The objectives of oral test are to:

- evaluate the pupils' spontaneity and mannerism;
- evaluate pupils' cognitive, affective and psycho-motor abilities;
- identify and analyse pupils' presence of mind as exposed through oral questioning;
- diagnose pupils' strengths and weaknesses and take remediation; and
- upgrade teaching learning-process.

Limitations

It has several limitations, such as :

- Tests tend to be subjective.
- They are usually unplanned.
- Standard of the test varies with reference to examiner, subject, time, etc.
- Oral examinations are time consuming.
- Test does not work well for the shy students and highly articulated students take advantages of such test.
- Reliability and validity of such tests are questionable.
- It does not cover much content at a time.
- It is usually more time consuming.

Writing as well as speech are the two important vehicles of communication. Oral tests are integral part of school examination system. It is a supplementary tool to the written test. The nature and form of oral test differs from subject to subject, class to class and evaluator to evaluator. Students who have difficulty in writing due to disability or any other reason can be evaluated

through oral test. All subject teachers invariably take help of oral questions for transaction of lessons. Usually oral tests are not standardized tests.

By looking into the response of the examinees, oral test is further classified into two categories i.e.

1. Oral response test.
2. Written response test.

Oral Response Test

In the oral response test, the examiner presents the questions using the spoken word and the examinee responds in the same manner. It can be used in some unique situations where other tests are inappropriate.

Written Response Test

In the written response test, the questions are presented by the examiner using spoken words and are answered in writing by the examinees. This test falls somewhere between the classical oral examination (oral-response) and the written examination.

Table 10.2: Differences between oral response test and written response test

Oral Response Test	Written Response Test
<ul style="list-style-type: none"> ▪ Oral mode is used for asking question as well as for giving response. ▪ It is time consuming. ▪ It is more useful for students of lower classes such as pre-schoolers and beginner learners. ▪ It is more useful to get factual information 	<ul style="list-style-type: none"> ▪ Written mode is used for questioning and response is made through writing. It is neither completely oral nor completely written, however, it is in between. ▪ The common example is dictation of words/sentences. ▪ Skill of writing many a times matters in this type. ▪ It is not quite appropriate for the young children or with differently abled children who lack in writing skills. ▪ It does not help to assess the oral communication skill. ▪ It is an easy tool on the hand of teacher to examine the whole class at a time. ▪ There are situations in which this form of test may prove more appropriate than its written examination counterparts : (1) where there is less time to prepare question paper in written form; (2) where there is shortage of resources; and (3) when auditory comprehension is an integral part of the test such as listening. resources; and (3) when auditory comprehension is an integral part of the test such as listening.

Oral Performance Test

Oral performance tests are more or less used in the language and related domain. They focus cognitive, psychomotor as well affective domains. These tests require intellectual exercise. Here students are asked to perform certain tasks/activities such as translation of statement and paragraph from their regional language to English/Hindi; reading the regional/national newspapers with appropriate pronunciation and punctuation.

Check Your Progress 4

- Note :** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the unit.

6. Distinguish between oral test and paper pencil test.

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7. Mention a few situations where written response tests are preferred to written test.

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10.7 GENERAL OBSERVATION TECHNIQUES

You have studied observation as a tool in Unit-7 of Block-2 of the course. In this section, you will study peer and group observation activities as well as self-observation techniques. Observation is one of the most widely used techniques, which evaluate various aspects of overt/external human behaviour in controlled or uncontrolled situations. Since it assists for classification and records certain happenings in real life situations by one or more persons, it is termed as an objective technique. Its applicability ranges from most causal experiences to sophisticated laboratory experimentation.

Observation may be considered as ‘measurement without instruments’. The act of observation signifies the process of capturing human behaviour as occurring in a particular situation. It is an important technique of data collection which involves watching human behavior and listening to human interaction. Teachers gain the information regarding the educational progress and attainments of their students from many sources and with use of many

tools other than tests. For example, teachers observe informally and almost continuously-what students do and say. Some of the observations are recorded on charts or lists and some are simply stored in memory by teachers for later retrieval.

Purpose of Observation

Basically, observation is a tool of data gathering device. Observation has the following basic purposes.

- One of the major purposes of observation is to capture and study human behaviour as it actually happens. It helps in comprehension of the activities of the persons in real life or social life.
- The other purpose of observation is to provide a graphic description of real life that can be acquired through other ways.
- Another purpose of observation is exploration. When the investigator observes the human behaviour in real life setting, he/she gets a good chance to explore those variables which are important but overlooked. He also develops a tendency to look beyond what is already known about the subject and to examine the probability of some alternative directions for research. Not only that, observation also aims at correction of some methodological errors which otherwise might have been overlooked.

10.7.1 Observation in Peer and Group Activities

Peer observation is an arrangement when students make observation on other students' works. Students can make peer observation on various areas including essays, reports, presentations, performances, projects, dissertations and examinations. Peer observation can play a vital role in formative evaluation and can also be used as a component for summative evaluation, helping to provide the following outcomes.

A few important points about peer observation are:

- Learning by doing (practice, trial and error)
- Learning through feedback (praise, constructive criticism)
- Making sense or 'digesting' what has been learned.

Some Key Points about Peer Observation

- Sometimes students themselves know how well the evidence meets the purposes or criteria designed to specify it.
- The feedback/observation can be anonymous, allowing students a comfortable 'space' to give constructive feedback and receive feedback.
- Each can be adopted to provide formative (i.e., observation 'for' learning) and/or summative (i.e., observation 'of' learning) observation.
- Peer observation can potentially save time and classroom work, because a teacher can receive a clearer or in-depth perspective on the strengths and weaknesses of a student's learning experience and can then hone in on the problem areas.

Purpose and Benefits of Peer Observation

Observation is a basic tool of learning in many occupations and professions, particularly in vocational and technical field, such as business, law and medicines. In teaching, observation provides novice teachers an opportunity to see what more experienced teachers do when they teach a lesson and how they do it. But experienced teachers can also benefit from her fellow teacher by observing how he/she deals with many problems that they face on a daily basis. A teacher might discover that a colleague uses effective teaching strategies that he/she has never tried. Observing another teacher may also trigger reflections on ones own teaching. Observation provides a chance to see how other teachers teach; it is a means of building collegiality in a school; it can be a way of collecting information about teaching and classroom process; it provides an opportunity to get feedback on one's teaching and it is a way of developing self-awareness of one's own teaching.

Peer observation can help teachers become more aware of the issues they confront in the classroom and how these can be resolved. Peer observation can also help narrow the gap between one's imagined view of teaching and what actually occurs in the classroom. By engaging in non evaluative classroom observations, the responsibility of professional development can also shift from other (supervisors, peers, etc) to the individual teacher.

Since observation involves presence of the observer in a colleague's classroom, hence the procedures for carrying out observations need to be carefully negotiated between the participating parties. Having an observer in one's class is always something of a threatening experience because the teacher is now 'on show'. Assigning the observer a non evaluative task goes some way towards minimising the sense of threat, as does pairing teachers by choice and letting them negotiate the goals and procedures for observations.

Group Observation

Like peer observation, the techniques of group observation can also be carried out in the process of teaching and learning as an unique technique of assessment. This can be done when students work in a project jointly or in a type of group discussion or any type of group assignments. The performance of the individual can be better judged when he/she works in group.

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive verbal process. Here the exchange of ideas, thoughts and feelings take place through verbal communication. The exchange of ideas takes place in a systematic and structured way. Group discussions are a very important aspect of group communication. Group discussions are a creative and dynamic activity which stimulates reflective thinking among the learners. Group discussions may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue. In a group discussion, a learner's thought process is influenced by the views and opinions of the other peer members and vice-a-versa. It also depends on where and in which direction the mood of the discussion moves. In a group discussion, each learner is free to speak his/her views. By observing the contribution of members in the group discussion, assessment can be done.

10.7.2 Techniques of Self Observation

Self observation occurs when a student assesses and makes judgements about his/her own work. Self observation is linked to reflective practice as it involves self development and as such, is an important skill for career development and management. Self observation is helpful for students in the following ways.

- A desire leading to produce a 'want' to learn (intrinsic motivation).
- A need is build up and that make an individual to learn (extrinsic motivation).
- Making sense or 'digesting' what has been learned.

Some Key Points about Self Observation

Self observations are valuable when the evidence to be assessed is intrinsically which is personal in nature. Sometimes students themselves know how well the evidence meets the purposes or criteria designed to specify it. Self observation can assist in deepening the student's own perception of his/her learning style and experience, facilitating amelioration. Self observation can help steer students towards understanding the observation process, helping students take control of their own learning and observation and become more independent learners. Self observation can help students acquire a range of transferable key skills such as self-reflection, time management, organizational and team skills which are highly valued in the workplace and underpin career progression.

Techniques of Self-observation

Self observation is a constant effort of active, objective, intentionally turning a portion of your attention inward, in order to observe yourself. In a way, it is a practice of observing yourself as if another person, or even a camera or video recorder, might see you. It is simply impartially observing, recording without judgment your thoughts, emotions, feelings, moods, sensations and even movements, tones of voice, facial expressions and so on.

Self observation, over a period of time will assist one to understand himself/herself. Self-observation helps to discover a sense of inner freedom. Self observation is a powerful method not only of self study but also of self-change. Self-observation is the best approach not as a technique but rather as an entirely new relationship to oneself as a living and breathing being. Self-observation as described by Gurdjieff (quoted by Denis Lewis, 1993), is an intimate pathway into one's own mind, body and spirit. It allows us to experience new levels of self-awareness and by so doing to live more conscious, harmonious lives. Self-observation is very intimate one, since it gives each of us an opportunity to learn more about ourselves in the most direct way possible. It emphasizes on inner sensitivity, willingness to learn more.

Check Your Progress 5

- Note :** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the unit.

8. Describe the benefits of peer and group observation.

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9. Write the importance of self observation for the learners.

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10.8 PRACTICAL TEST

Practical test appraise the performance of learner. It usually focuses on psychomotor skill. The objective of such test is to know the outcome, that's why it is product/outcome/output oriented. Practical test refers to a process in which activities are done systematically in order to get solution to the problem. Practical test is a test which assesses the cognitive, affective and psychomotor abilities. These tests are skill oriented.

As skill is one of the major components of the practical test, a teacher uses various skills such as introducing, questioning, reinforcement, recapitulation, and closer for making teaching-learning process quite interesting. Subjects such as drama, arts and craft, music, tailoring, cookery, wood work, metal work, yoga, games and sports, etc. are considered as practical subjects. This description indicates that one of the major educational objectives of the course of the study is the acquisition and enhancement of certain practical skills.

In pure science subjects such as physics, chemistry, biology and in applied sciences such as engineering technology, computer science, rural technology, agriculture technology, biotechnology, biochemistry there is a need of establishing and illustrating the aspects of subject as well developing necessary and desirable skills which all students of the subjects should be required to possess.

Why Practical Test?

Practical test intends to relate theoretical concepts to practice oriented work. It helps in understanding the theory in a better way and relate the theory in a daily life situation. Practical test involves the application of knowledge and skill for betterment of society.

What are required?

- Experts are required for conducting/administering such test.
- As these tests are more time consuming, more human as well as material resources are required.
- External as well as internal motivations are required for the examinee.
- It requires clear-cut and concrete understanding and patience on the part of the examinee.

Observation and Assessment of Practical Test

The intention of assessment here is to measure the extent to which in a given situation students observe those things which should be observed and make appropriate analysis and interpretation in order that they can subsequently evaluate the results of those observations. Students can be presented with specific observations either as demonstrations or as exercises to carry out themselves, and be required to make their records of what has happened. The assessment will depend heavily on the ability of students to report their observations and it is inevitable that the assessment will often take the form of awarding marks for written records of observation.

Usually there are open-ended questions in practical test. Practical tests more or less require the students to draw conclusions from the practical work. This require an explanation of the process involved or a development of the situation or both

Check Your Progress 6

- Note :** a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the unit.

10. Why are practical tests necessary?

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10.9 LET US SUM UP

In this Unit, an attempt has been made to discuss the commonly used tests in the schools. First of all, we discussed performance based achievement test and their types. You studied difference between achievement and aptitude tests. You have also studied the use of diagnostic and how the diagnostic test is related to remedial testing. The concept and importance of ‘Question bank’ has been highlighted. We introduced Oral-testing along with its types. Differentiation has been made between oral response and written response test. Observation technique has discussed in details along

with their types. Where to use the type of observation technique is also part of this unit. Peer observation and Group discussion were also presented. Practical test is also talked about, it explained where to use practical test and for what purpose. We concluded with a description of a technique i.e. Self-observation.

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10.11 ANSWERS TO CHECK YOUR PROGRESS

1. Achievement test requires a content validation procedure whereas aptitude test requires predictive criterion validation procedure. Achievement evaluates the product of a course of training whereas aptitude evaluates the potential to profit from a course of training.
2. Achievement test is important to assess the achievement of the learner. Performance based achievement test is a test under achievement test which requires from the examinees to perform a task rather than answer few questions. Whatever may be the types of performance test, the common feature of all performance tests is their emphasis on the pupil's ability to perform a task.
3. The need of diagnostic testing is to find out the learning difficulties of individual student and accordingly remedial treatment is being provided.
4. The steps of remediation are :
 - i. Teaching
 - ii. Reviewing
 - iii. Testing the weakness whenever they appear

- iv. Following up with remedial drill on the specific weakness revealed by the tests.
5. Self Exercise (see content point 10.5)
6. Oral tests are quite flexible, more subjective than paper –pencil test.
7. There are situation in which written response tests may prove more appropriate than its written examination counterparts: (1) where there is less time to prepare question paper in written form, (2) where there is shortage of resources, and (3) when auditory comprehension is an integral part of the test such as listening writing skill is measures by the concerned teachers.
8. Peer Observation can also help narrowing the gap between one’s imagined view of teaching and what actually occurs in the classroom. By engaging in non evaluative classroom observations, the responsibility of professional development can also shift from other (supervisors, peers, etc) to the individual teacher.
9. Self observation can assist in deepening the student’s own perception of their learning style and experience. Self observation can help students towards understanding the observation process, helping students take control of their own learning and observation and become more independent learners.
10. Practical work intends to relate theoretical concepts to practice oriented work. It helps for understanding the theory in a better way and relates the theory in a daily life situation. The development of practical skill among the learners is felt quite important.