RAMAKRISHNA MISSION

College :- Ramakrishna Mission Sikshanamandira

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Roll No :- F-46

B.ed Sem :- 2nd Sem

Session :- 2021-2023

Course :- 126 (Achievement Test)

Subject :- English Method (1st Method)

Achievement Test
(English)

☑ **Concept of Achievement Test**

Achievement test is the means to the teacher and a the students to see how far they have progressed in a Lesson. Achievement test is used for assessing the qualitative progress of a learner. It aims to find out how much each student and the class as a whole have learned of what has been taught.

After completion of a lesson, the teacher would want to take an achievement test in order to evaluate how far his students have understood what they have learned.

Achievement is not only important for a learner but also for a teacher. Achiew with the help of achievement test, there are two p.main points that can be focused —

i) It can measure students' comprehension

ii) It's also self-evaluation of the teacher.

The objectives of achievement test

There are several objectives of achievement test. In a broad sense, it is used to test the students' knowledge, understanding and apprehension of texts and influence the personal feeling of the students.

On the other hand, in a specific sense, the objectives

are as follows —

i) To test the ability of the learners to read English with correct pronunciation and expression

ii) To check how far reading is followed by comprehension

iii) To investigate their ability to use the newly acquired vocabulary.

iv) To judge whether their mastery over the correct patterns of sentences

v) To test their ability to express ideas clearly.

vi) To analyse their ability to read and appreciate English prose, poetry, story, etc.

classification of achievement test

- Teacher made
  - Essay Type
  - Short-answer Type
  - Objective type
    - Recognition type
      - Alternative Response
      - Multipurpose choice
      - Matching
      - classification
    - Recall type
      - Single recall
      - Completion
- Standardized Tests
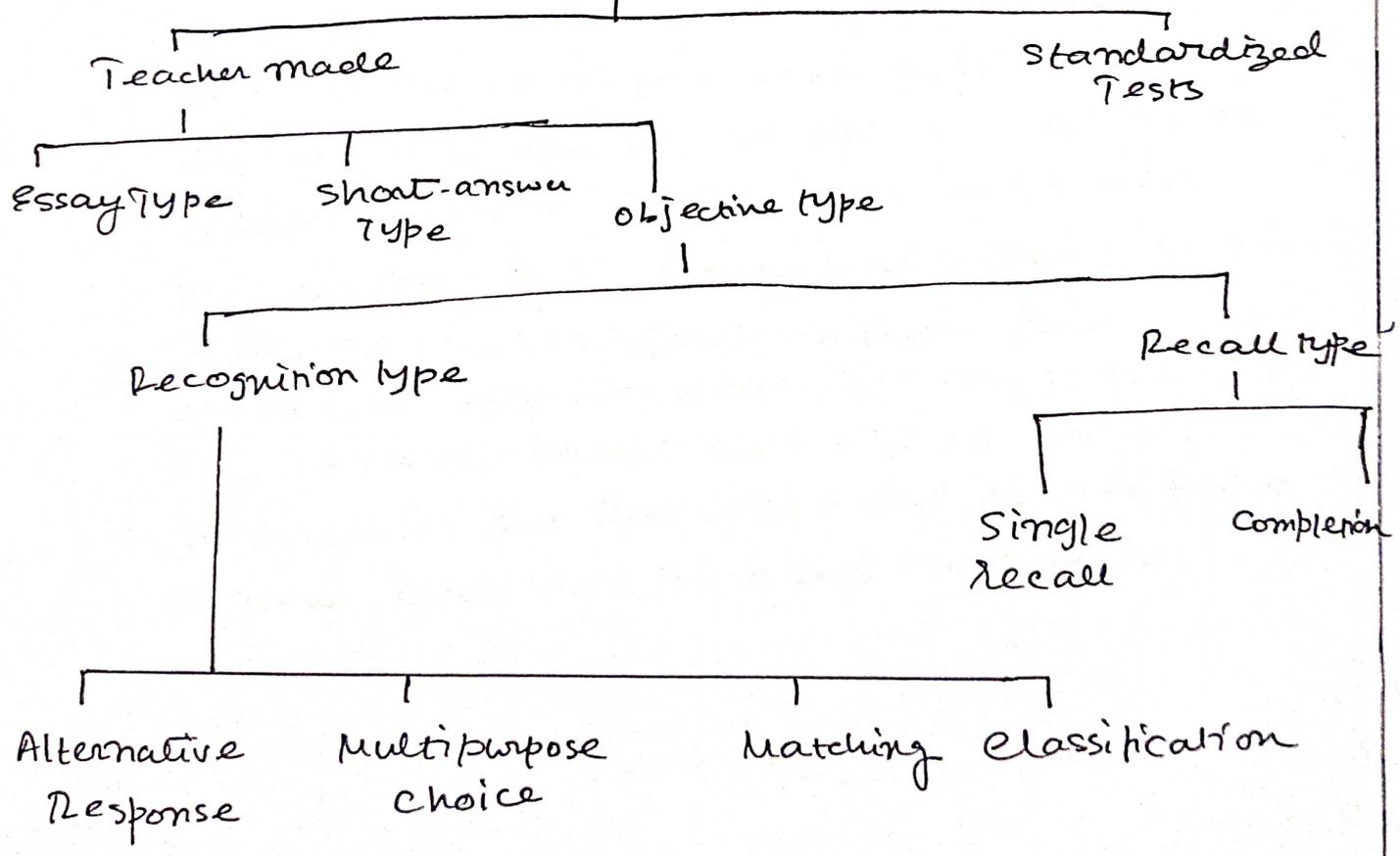
☑ <u>Selection of the topic</u>

<u>Subject</u> :- <u>English</u>

<u>class</u> :- <u>XII</u>

<u>UNIT</u> : Asleep In The valley by Arthur
Rimbaud
(Poetry)

<u>Poem</u> :-   " A small green valley where a slow stream flows
and leaves long strands of silver on the bright
Grass; from the mountain top stream the Sun's
Rays; they fill the hollow full of light.
A soldier, very young, lies open-mouthed,
A pillow made of fern beneath his head,
Asleep; stretched in the heavy undergrowth,
Pale in his warm, green, sun-soaked bed.
His feet among the flowers, he sleeps. His smile
is like an infant's - gentle, without guile.
Ah, Nature, keep him warm, he may catch cold,
The humming insect don't disturb his rest;
He sleeps in sunlight, one hand on his breast;
At peace. In his side there are two red holes. "

☑ **Identification of Learning ~~out~~ objectives**

- **Knowledge**

The students will be able to recall, remember, recognize the relevant knowledge from their long-term memory. They will be able to recall, e.g, where the slow stream flows in the poem.

some action verbs :- Define, state, memorize

- **understanding**

After completion / Reading the poem 'Asleep in the valley' the students will be able to comprehend the meaning of the poem, construct meaning, interpret, and finally state their opinion from their understanding e.g. why the grass is 'bright'?

- **Application**

After reading the poem the pupils will be able to use the information from the poem in a new way. They will be able to illustrate the poem in a new light. some action verbs :- Interpret, solve, use, ~~to~~ convert.

- **Analyze**

At this stage, after reading the poem 'Asleep in the valley' learners will be able to distinguish between parts of the poem, and even relate one part to another. They will be able to compare, contrast the parts of the poem after thoroughly analyzing the poem.

Some action verbs :- compare, contrast, classify, differentiate, experiment.

- ## Evaluate

Reading the poem Asleep in the Valley by Arthur Rimbaud will enable the students to make judgements and justify decisions. They will be able to evaluate the poem in a critical manner.

e.g. They will be able to evaluate the keynote of the poem and justify the key lines as well.

some action verbs :- appraise, argue, evaluate, verify.

- ## Create

In this level, the students after reading the poem and understanding the core points will be able to put different elements together and form a functional whole. In a way, they will 'create' a new product or point of view.

e.g. They will be able to rewrite the title of the poem. etc

some action verbs :- construct, design, develop, formulate, rewrite, devise.

With the help of Bloom's Taxonomy the anatomy of a class can be set. The aforementioned Instructional Objectives to provide clarity over the text and also it helps in providing a blue print for the a said text for achievement tests. The questions that are to be set will belong to the 6- Bloom's taxonomy levels.

☑ **Weightage to instructional objectives**

SL NO	Instructional Objectives	Marks	%age of marks
1	Knowledge	7	35%
2	understanding	5	25
3	Application	4	20
4	Analyze	0	0
5	Evaluate	2	10
6	Create	2	10
	Total	20	100

Weightage to different types of question

SL NO	Items	Types of question	Total marks
1	Comprehension	Mcq, True-False, Short type (6+4+2)	12
2	Grammar	Change of voice, Turn into complex sentence, using adverb of a selected word, Transformation to a negative sentence (1+1+1+1)	4
3	composition	make Sentence	2
4	Vocabulary	Synonym, antonym	2
	Total		20

Exam : Evaluative test

Subject   English

Unit   Poetry (Asleep In The Valley)

Marks :   20

Unit / Types	Knowledge	Understanding	Application	Analyze	Evaluate	Create	Total
Asleep In the Valley Comprehension	VSA (1×5)= 5 A.1 (IV) A.2 (i),(ii),(iii),(iv)	VSA (1×5)= 5 A.1 (i), (ii), (iii) (iv) , (v)			SA (2×1)=2 B.3 (i)		12
Vocabulary	VSA (1×2)=2 E.6 (i),(ii)						2
Grammar			VSA (1×4)=4 C.4 (i),(ii) (iii), (iv)				4
Composition						VSA (1×2)=2 D.5 (i),(ii)	2
Sub-Total (marks)	7	5	4	0	2	2	20
Total (%)	35	25	20	0	10	10	100

VSA =Very short answer type , SA = Short answer type

Summary

very short type qs	$1 \times 18 = 18$
short type qs	$2 \times 1 = 2$
Total	20

Pie chart

knowledge	understanding	Application	Analyze	evaluate	create
7	5	4	0	2	2
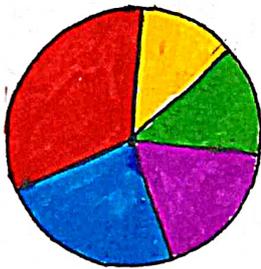
🟥 knowledge

🟦 understanding

🟪 Application

🟨 Evaluate

🟩 Create

Analyze = NA

Total No. of questions

very short type	18 (Carries 1 mark) each
short type	1 (Carries 2 marks) each
Total	19

☑ Development of question Paper

Exam :- Evaluative exam

Subject :- English

Unit :- `Asleep In The valley` by Arthur Rimbaud
          (Poetry)

class

Full Marks :- 20

Time   :- 30 mins

Comprehension (A + B)

A> Very short type question :-

①• choose the right option from the MCq $\boxed{1 \times 6 = 6}$

i> In the expression ' they fill the hollow full
    of light', the 'hollow' suggests   (U)

     a) valley
     b) Glade
     c) Stream
     d) hills

ii> In the expression " And leaves long strands
     of silver on the bright", the underlined phrase
     is an instance of _____ rhetoric device. (U)

     a) Irony,
     b) onomatopoeia
     c) Alliteration
     d) simile

iii> ⓞ The ending of the poem evones a feel of _____.
     a) Mystery
     b) wonder

c) shock

d) Joy

iv) The soldier's head rested on the pillow made Ⓜ of a —

    a) long strands of silver

    b) fern

    c) humming insects

    d) warm sun

v) The sleep of the soldier is deep because —

   Ⓜ a) He has found a comfortable bed

    b) He is not disturbed by any external agents

    c) He is dead

    d) He has not slept for hours

VI) The gentle 'smile' like an 'infant' of the Ⓜ soldier is a/an _____ .

    a) oxymoron

    b) Irony

    c) Metaphor

    d) Hyperbole

2. Write 'True' or 'False' for the following Statements. $\boxed{1 \times 4 = 4}$

i) The slow stream leaves long strands of silver on the bright rocks. Ⓜ

ii) The soldier who was young lay open-mouthed. Ⓚ

iii) The soldier had one hand on his breast Ⓚ

iv) The soldier had three red holes on his breast. Ⓚ

v) ~~Soldier's bed was warm and comfortable.~~

Ⓑ Short type
3) Answer the following question   2×1 = 2

   i) Do you think the title 'Asleep in the valley is perfect for the poem? ~~Give~~ (e) suggest an alternative title

Ⓑ. Ⓒ Grammar
4) Do as directed   1×4 = 4

(i) A slow stream leaves long strands of silver on the bright grass (change the voice) (A)

(ii) The humming insects don't disturb his rest (Turn into a complex sentence) (A)

(iii) A small green valley where a slow stream flows (use the adverb form of 'slow') (A)

(iv) He may catch cold (Turn into a negative sentence) (A)

Ⓓ Composition
5) construct a meaningful ~~sent~~ complete sentence from the following words   1×2 = 2

   i) Strands, ii) Hollow
      (C)   (e)

6) (E) Vocabulary

6) write synonym and antonym of the
following words $\boxed{1 \times 2 = 2}$
i> Pillow (synonym) ®
ii> Asleep (Antonym) ®

☑ Answer key

A)
①
i> a) valley

7i> c) alliteration

III> c) shock

iv> b) Fern

v> c) He is dead

vI> b) Irony

②
i> False
ii> True
III> True
iv> False

B)
③
i> yes, but the title is beautifully hiding the horrors of
war. Another stt title would be "The futility of war".

C)
④
⊕ i> long strands of silver are left on the bright
grass by a slow stream.

ii) The insects which hum don't disturb his rest.

iii) A small green valley where a stream flows slowly.

iv) He may not but catch cold.

D)

⑤ i) The beautiful girl flipped a few strands of her Golden hair.

ii) The hollow men had their head filled with straws.

E)

⑥ i) Pillow —> cushion

ii) Asleep —> Awake