SATYAM COLLEGE OF EDUCATION
NOIDA

(Affiliated to SNDT Women's University, Mumbai)

2.4.7

SAMPLE OF ASSESSED ASSIGNMENTS

Preparation of Term Paper

Assessment for Learning

Satyam College of Education

SCE

Achievement Test

With

Blueprint & Answer Key

Submitted to:

Ms. Preeti Aggarwal

Submitted By:

Garima Mehandiratta

Roll no. 7

B.Ed. Semester II

INDEX

S.NO.	CONTENTS	SIGN
1.	Introduction to the Assignment.	
2.	Achievement Test (Meaning & Definition)	
3.	Blueprint (Meaning)	
4.	Construction of test with blueprint attached	
5.	Question paper (Test)	
6.	Answer key	
7.	Self- Reflection	

100%

INTRODUCTION

As part of B.Ed Curriculum, it is important to learn how to assess the teaching learning process therefore this particular based on <u>Developing an Achievement Test with its Blueprint, Answerkey & Marks Distribution</u>.

For this assignment, I have prepared an achievement test of 30 Marks, based on the topic, Stars and the Solar System, with it's blue print, depicting the weightage of marks given to various dimensions — Objectives, Content, type of questions and difficulty level of the questions.

weightage According to Objectives consists of assessing four major objectives of cognitive domain — Knowledge (12 Marks), Understanding (9 Marks), Application (4 Marks) and skills (5 Marks), which makes it total of 30 Marks.

Similarly Content has been divided into five major sections, (referred to as Content 1, 2, 3, 4, 5 respectively in the assignment).

> Content 1 is about introduction to the Stars and Solar System (2 Marks)

> Content 2 The Moon (3 Marks)

> Content 3 The Stars (4 Marks)

> Content 4 The Constellations (9 Marks)

> Content 5 The Solar System (12 Marks) which again makes it a total of 30 Marks Test

Definitions

Various definitions have been given by various scholars to define "Achievement Test".

NM Downie defines it as "any test that measures the attainments and accomplishment of an individual after a period of training or learning."

Thorndike and Hagen defines it as "a type of test that describes what a person has learned to do."

Groulund defines it as "a systematic procedure for determining the amount a student has learned through instructions."

Achievement test is a test designed to measure the knowledge or proficiency of an individual in something that has been learned or taught, as arithmetic or typing.
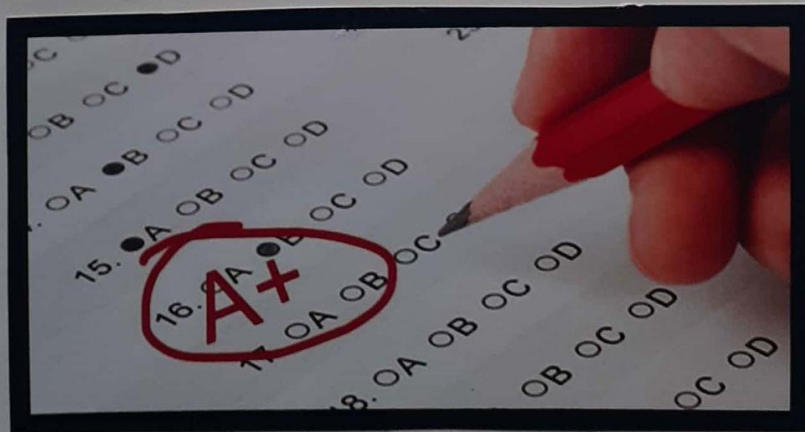
BLUE PRINT

" If you don't know where you are going, you may
end up somewhere, where you didn't intend to "
"Blue print" is a map and a specification for an
assessment program that ensures that all aspects of
the curriculum and educational domains are covered
by assessment programs over a given period of time.
It provides students an interactive approach for education
planning to meet the curriculum expectations and
learning objectives.

MEANING

A blueprint for test or examination is also known as
the test specification and provides examination strategy
of an institution at a glance. It is in the form of
matrices, that is, tabular form. Curriculum developers
uses print to design comprehensive, sequenced career
development learning opportunities. It also identifies
the percentage (%) weighting of cognitive dimensions
and the questions are based on topics in the content
area and on the learning objectives from the content.
It provides conceptual map of examination format and
the content area.

Construction of Test

Test has been designed keeping in mind the following factors :
> Weightage according to Objectives
> Weightage according to Concepts /content
> weightage according to types of Question
> weightage according to difficulty level.

\# Weightage according to Objectives
This indicates what objectives are being tested and the weightage given to these objectives

OBJECTIVES	MARKS	PERCENTAGE
knowledge	12	40 %
Understanding	9	30 %
Application	4	13.3%
skills	5	16.7%
TOTAL	30	100%

\# Weightage according to Concepts /content
This indicates division of marks according to Content.

CONTENT	MARKS	PERCENTAGE
Content 1	2	6.7 %
Content 2	3	10 %
Content 3	4	13.3 %
Content 4	9	30 %
Content 5	12	40 %
TOTAL	30	100 %

Weightage according to types of questions

This indicates the types of questions being added to the test and weightage of marks given to them.

TYPE OF QUESTION	MARKS	NO. OF. QUES:	%
Objective	10 (1)	10	33.3%
Short Answer	10 (2)	5	33.3%
Long Answer	10 (5)	2	33.4%
TOTAL	30	17	100%

Weightage according to difficulty level

This indicates weightage according to difficulty level of questions

DIFFICULTY LEVEL	MARKS	PERCENTAGE
Easy *	9	30%
Average **	15	50%
Difficult ***	6	20%
TOTAL	30	100%

Blue-Print

Content	Knowledge			Understanding			Application			Skill			Total Marks
Type of Question	O	S	E	O	S	E	O	S	E	O	S	E	
1	2 ** (1)	–	–	–	–	–	–	–	–	–	–	–	2 Marks
2	–	–	– (1)	1 * (1)	–	–	1 ** (2)	–	–	–	–	–	3 Marks
3	1 *** (1)	1 ** (2)	–	1 ** (1)	–	–	–	–	–	–	–	–	4 Marks
4	2 * (1)	–	–	–	1 ** (2)	1 *** (5)	–	–	–	–	–	–	9 Marks
5	3 ** (1)	1 * (2)	–	–	–	–	–	1 ** (2)	–	–	–	1 ** (5)	12 Marks
Total Marks	12 Marks			9 Marks			4 Marks			5 Marks			30

O – Objective
S – Short Answer type
E – Essay type Question

* – Easy
** – Average
*** – Difficult

Achievement Test

Subject: Science

Topic: Stars and the Solar System

M. Marks: 30

Class: VIII

Duration: 30 Mins

Date: 25th July 2019

General Instructions:

1. Attempt all the Questions.
2. Attempt all parts of questions together.
3. Marks are indicated against each question.
4. Question 1 and 2 contains Fill in the Blanks and True or False carrying **1 Mark** each.
5. Question 3 contains Short Answer type question carrying **2 Marks** each.
6. Question 4 contains Essay Type question carrying **5 Marks** each.
7. Question 3 contains **Five Short Answer type questions.** Answer of these should not exceed 80-100 **50** words each.
8. Question 4 contains **Two Essay type questions.** Answer of these should not exceed ~~150~~ **80-100** words each.

Q1. Fill in the Blanks (5 Marks)

(a) The first satellite launched by India is _____.

(b) The study of celestial objects and associated phenomenon is called _____.

(c) _____ Constellation is seen in during summer and _____ constellation is seen during winter months.

(d) The day on which whole disc of moon is visible is known as _____.

(e) _____ is the brightest star and closest Orion Constellation.

Q2. State True or False. Give reason, If False. (5 Marks)

(a) Mercury is the brightest planet in the night sky.

(b) Asteroids are found between orbits of Mars and Jupiter.

(c) Pole star is the member of the Solar System.

(d) The stars, the planets, moon and the other objects in sky are called Celestial Objects.

(e) Constellation Orion Can be seen only through a telescope.

Answer Key

The Answer key indicates the correct answers or the expected answers for the achievement test that has been attached. The answers are in the same format as the question paper.

Q1. Fill in the blanks :

(a) Aryabhatta

(b) Astronomy

(c) Ursa Major and Orion

(d) Full Moon day

(e) Star Sirius

Q2. True or False :

(a) False : Venus is the brightest planet.

(b) True

(c) False : It is only a star which lies in direction of the earth's axis.

(d) True

(e) False: Orion is so magnificant that it can be seen through naked eye also.

Q3. Short Answer type Question :

(a) (i) Meteorite

Meteors that are large and reaches earth's surface before evaporating, are called meteorite. It helps the scientist to find out the nature of material from which solar system is made.

(ii) Meteors

Small objects, commonly known as shooting stars, that enter earth's atmosphere are called Meteors. At night, when sky is clear and moon is not there, they appear as bright streaks of light.

(b) Just like Earth, half of the moon is lit by sun and half of it is in shadow at any given point of time. As the moon travels around the Earth, we see moon from different angles thus depicting different phases of moon.

(c) • Have their own light
• Twinkles at night
• high temperature
• billion of stars in the Celestial Objects.

(d) Planets move in their own orbits, thus they do not collide while revolving around Sun.

(e) It is a constellation in the northern sky. It is visible in early parts of the night during winter. It looks like distorted letter W or M.
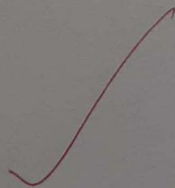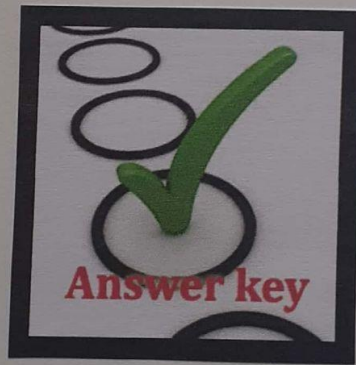
Q2. Essay Type Questions

(a). The sun and Celestial bodies form solar system
• Earlier there were 9 planets, now there are 8.
• These eight planets revolve around Sun in Solar System.
• Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (One line about each)
(with diagram)

(b) • Group of stars having a recognisable shape is called Constellation.
  ◦ defined area of Celestial sphere.
  ◦ Eg. Ursa Major & Orion, Cassiopeia, etc.
  • Ursa Major can be seen during summer
  • Orion during winter
  ◦ Cassiopeia during early part of night during winters. looks like W or M.

  (with diagram)

CORE PAPER 6

ASSESSMENT FOR LEARNING ASSIGNMENTS

Satyam College Of Education

Assessment
For Learning

CORE PAPER - 6

FREQUENCY DISTRIBUTION TABLE
AND FREQUENCY POLYGON

28-07-2019

SUBMITTED TO:

Mrs Neha Ma'am
Faculty of SCE

SUBMITTED BY :

SURBHI MITTAL
ROLL NO: 32
SEMESTER: II

Frequency Distribution Table And Frequency Polygon

In this assignment, we are given the data for which we have to prepare a frequency distribution table and a frequency polyon for the same:

Question: The data below shows the Mass of 40 students in a class. The Measurment is to the nearest kgs.

55	70	57	73	55	59	64	72
60	48	58	54	69	51	63	78
75	64	65	57	71	78	76	62
49	66	62	76	61	63	63	76
52	76	71	61	53	56	67	71

• Now, we will be preparing the frequency distribution table for the same :-

Step 1: find The Range

The Range of a set of numbers is the difference between the least number and the greatest number in the set.

In this question, the greatest mass is 78 and the smallest mass in 48. The range of the masses will be =

$$= 78 - 48$$
$$= 30$$

Step 2: find the Class Interval

In order to find the class Intervals given formula can be used :-

$$\frac{RANGE}{SIZE\ OF\ CLASS\ INTERVAL} + 1$$

Class Interval = $\dfrac{30}{5} + 1 = 6 + 1 = 7$

Now, with the given class Interval and the data we will prepare the frequency distribution table:-

No need to draw again

55	70	57	73	55	59	64	72
60	48	58	54	69	51	63	78
75	64	65	57	71	78	76	62
49	66	62	76	61	63	63	76
52	76	71	61	53	56	67	71

FREQUENCY DISTRIBUTION TABLE

CLASS INTERVALS	TALLY MARKS	FREQUENCY
48 – 53	IIII	04
53 – 58	ⅢⅡ II	07
58 – 63	ⅢⅡ II	07
63 – 68	ⅢⅡ III	08
68 – 73	ⅢⅡ I	06
73 – 78	ⅢⅡ I	06
78 – 83	II	02
TOTAL =		40

- Now that we have prepared the frequency distribution table we will now make a frequency polygon for the same data:

Step 1: Adding Class Intervals

In order to draw the frequency polygon first we will add one class interval above to obtain '0' frequency and one below for '0' frequency in the frequency distribution table :-

CLASS INTERVAL	FREQUENCY
43 – 48	0
48 – 53	04
53 – 58	07
58 – 63	07
63 – 68	08
68 – 73	06
73 – 78	06
78 – 83	02
83 – 88	0

Step 2: finding the Mid Points

Now, we will find the Mid Points by the Given formula for each Class Interval :-

$$\frac{\text{Lower Limit} + \text{Upper Limit}}{2}$$

- Now that we have prepared the frequency distribution table we will now make a frequency polygon for the same data :

In order to draw the frequency polygon first we will add one class interval above to obtain '0' frequency and one below for '0' frequency in the frequency distribution table :—

CLASS INTERVAL	FREQUENCY
43 – 48	0
48 – 53	04
53 – 58	07
58 – 63	07
63 – 68	08
68 – 73	06
73 – 78	06
78 – 83	02
83 – 88	0

Step 2: finding the Mid Points

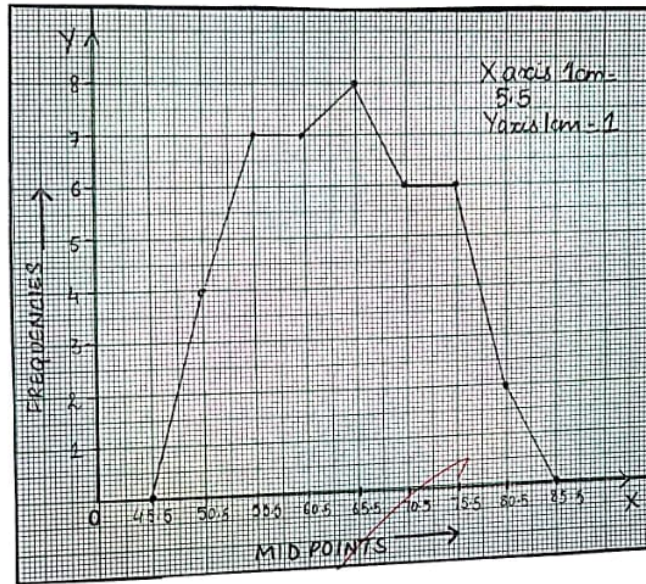Now, we will find the Mid Points by the Given formula for each Class Interval :—

$$\frac{\text{Lower Limit} + \text{Upper Limit}}{2}$$

Class Intervals	Frequency	Mid Points
43-48	0	45.5
48-53	04	50.5
53-58	07	55.5
58-63	07	60.5
63-68	08	65.5
68-73	06	70.5
73-78	06	75.5
78-83	02	80.5
83-88	0	85.5

$$\text{Mid Point} = \frac{48+43}{2}$$
$$= \frac{91}{2}$$
$$= 45.5$$

Step 3: Drawing Frequency Polygon

- Now that the Mid points are obtained for each class interval we will represent the mid points along the x-axis and the frequencies along the Y-axis. We will the Plot the points corresponding to the frequencies at each mid point and join these points by straight line in order, hence forming the frequency polygon.