

III

SEMESTER

**Learning Assessment
Activities**

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SEMISTER III - Learning Assessment Activity -1

Plan and construct an achievement test in one of the methodology subjects.

Introduction:

Evaluation is relatively a new term in education vocabulary. It is a wider concept than testing, measurements and supposed to judge the work of the educational outcomes brought about as a result teaching learning process. It involves the self appraisal of the student of their successes and cares form time to time. Thus it helps the teacher in language of pupils' difficulties. In this way evaluation provides information essential for an objective guidance programme.

It is integrated with the whole of education its purpose to improve the instruction and not merely to measure its improvement or achievement. It is a continuous controlled comprehensive process. They takes place in the school and outside the school and also involves the participation of teacher, parents & community with pupil with a review to make an improvement in the child and whole educational process.

Thus evaluation aims at the harmonious all-round development of the child through the same total of all his activities.

Broadly speaking the purpose of evaluation can be categorized into two forms.

1. Educational
2. Administrative.

This includes junctions such as monitoring students' purpose, progress, diagnosing students' weakness, determining the need for remedial work and improving the actuality of learning environment.

This is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques.

This includes improving courses in curricular tests and students and teachers material. The administrative purpose of evaluation includes accountability of:

- a) Society: In terms of demands and requirements.
- b) Parents: In perceived need for regular reporting of students.

- c) Educational System: The requirements of educational system itself.

Relation between Evaluation & Education

Evaluation totally aims at knowing the achievements but helps in improving the curriculum and method too. It is a process of growth and development and aims from changing time to time.

- ❖ It tests the genuine of objectives and helps in their modifications. It doesn't test the content learned. It the objectives are not achieved if tries to find out the reasons.
- ❖ It helps in judging the effectiveness of methods of teaching in terms of teaching.
- ❖ It helps in judging the effectiveness of the psychological and logical sources of the material as curriculum is the base for success of an education process.

Weightage to Objectives

Sl. No.	Content	No. of Questions	Marks	Percentage
1	Knowledge	19	13	52
2	Comprehension	9	6	24
3	Expression	6	6	24
TOTAL		34	25	100

Weightage to various elements of language

Sl. No.	Content	No. of Questions	Marks	Percentage
1	Make Sentences	3	3	12
2	Give the meaning	4	4	16
3	Fill in the blanks	3	3	12
4	Rewrite as directed	3	3	12
5	Study skills	3	3	12
6	True or False	4	2	8
7	Antonyms/Opposites	4	2	8
8	Match the following	6	3	12
9	Choose the correct answer	4	2	8
TOTAL		34	25	100

Weightage to Type of questions

Sl. No.	Content	No. of Questions	Marks	Percentage
1	Very Short Answers	6	6	24
2	Objective	28	19	76
TOTAL		34	25	100

Weightage to level of difficulty

Sl. No.	Content	No. of Questions	Marks	Percentage
1	Difficult	6	6	24
2	Average	14	12	48
3	Easy	14	7	28
TOTAL		34	25	100

BLUE PRINT

Sl. No	Content	Knowledge		Comprehension		Expression		No. of Questions	Marks	%
		VS	OBJ	VS	OBJ	VS	OBJ			
1	Elements of language									
	a) Make Sentences	-	-	-	-	3(3)	-	3	3	12
	b) Meanings	-	4(4)	-	-	-	-	4	4	16
	c) Fill in the blanks	-	3(3)	-	-	-	-	3	3	12
	d) Rewrite as directed	-	-	-	-	3(3)	-	3	3	12
	e) Study Skills	-	-	-	3(3)	-	-	3	3	12
	f) True or False	-	4(2)	-	-	-	-	4	2	8
	g) Antonyms	-	4(2)	-	-	-	-	4	2	8
	h) Match the following	-	-	-	6(3)	-	-	6	3	12
	i) Choose the correct answer	-	4(2)	-	-	-	-	4	2	8
TOTAL		-	19(13)	-	9(6)	6(6)	-	34	25	100

QUESTION PAPER

Class: VI
Subject : English

Time : 45 Min
Marks : 25

1. Meanings

Gymnastics =

Property =

Woe =

2. Opposites

Big X

Dark X

Near X

Open X

3. Fill in the blanks .

1. Prevention is better than _____.
2. The prisoner _____ from jail.
3. Charaka _____ the anatomy of human body.

4. Study the following results.

Notice Board			
Z.P. High School, Jillelaguda, Ranga Reddy Dist. (A.P) Percentage of marks of students in S.S.C. Examination in 2011.			
Girls	Percentage	Boys	Percentage
Swetha	86	Krishan	85.6
Rani	85	Raju	82
Ramani	82	Sai	78
Hemalatha	85	Bhanu	79.6
Kumari	78	Hari	69
Raji	79.6	Uday	67.6
Uma	69	Vinod	68
Sravya	67.6	Murty	71

Answer the following questions:

1. Which two students scored equal percentage?
2. Who got the lowest percentage?
3. Comment on the overall performance of the students?

5. Make Sentences for the words given below

- 1) Bunch 2) Strength 3) Wise

6. Tick the correct answer.

1. A physician should have...
a) Impatience. c) Arrogance. b) Sense. d) Patience.
2. The first person to find out the cause of human sickness was...
a) Susruta. c) Charaka. b) Dharmapada. d) Charakasamhita.
3. Charaka was a great...
a) surgeon. c) Philosopher. b) Physician d) Translator.
4. Charakasamhita was written...
a) Nearly twenty years ago. c) Nearly twenty decades ago. b) Nearly twenty centuries ago. d) Nearly twenty five years ago.

7. Say whether the following statements are True or False

1. Andrew's parents had very little money. ()
2. The captain was a kind man. ()
3. The soldiers had five coins. ()
4. Mrs Das Had a part time job in cloth shop. ()

8. Match the following

- | | |
|-------------------|--|
| 1. oxygen | () important part of our food produced by trees |
| 2. carbon dioxide | () juice or milk from a tree |
| 3. starch | () gives us fresh air |
| 4. sap | () water drops in the air |
| 5. Vapour | () useful for tree |
| 6. Trees | () useful for human life |

9. Rewrite as directed

1. "I don't know" she replied. **(Rewrite in indirect speech)**
2. The elephant is bigger than the donkey **(underline the adjective)**
3. They often held a musical evening in a large open field. **(underline the adverb)**

QUESTION WISE ANALYSIS

SNo	Elements of lang	Obj	Specifi cation	Type of Ques	Time	Mark	Difficulty level
1	Meanings	Know ledge	Recall	vs	1min	1m	Avg
2	Opposites	Know ledge	Recall	obj	1min	2m	Easy
3	Fill in the blanks	Know ledge	Recall	vs	1min	1m	Avg
4	Study skills	Compre hension	Grasp	vs	1min	1m	Avg
5	Make Sentences	Express ion	Skill	vs	1min	1m	Difficult
6	Choose the correct answer	Know ledge	Recognise	obj	1min	1m	Easy
7	True or False	Know ledge	Recognise	obj	1min	2m	Avg
8	Match the following	Compre hension	Analyze	obj	1min	1m	Easy
9	Rewrite as directed	Express ion	Expertise	vs	1min	1m	Difficulty

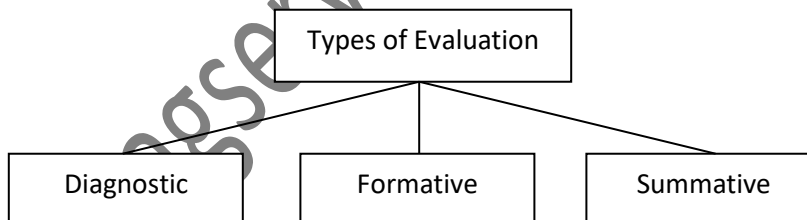
Learning Assessment Activity –II

Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report.

Introduction:

Evaluation is related a new term in education vocabulary. It is a wider concept than testing, measurements and supposed to judge the work of the educational outcomes brought about as a result teaching learning process. It involves the self appraisal of the student of their successes and cares form time to time. Thus it helps the teacher in language of pupils' difficulties. In this way evaluation provide information essential for an objective guidance programme.

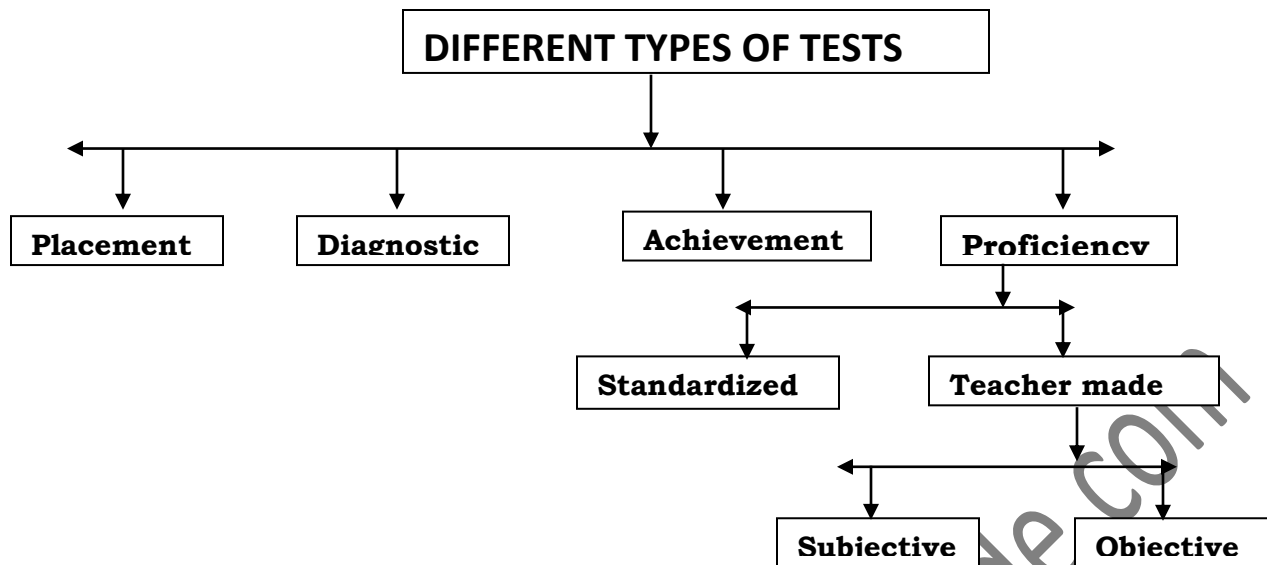
It is integrated with the whole of education its purpose to improve the instruction and not merely to measure its improvement or achievement. It is a continuous controlled comprehensive process. They takes place in the school and the outside the school and also involves the participation of teacher, parents & community with pupil with a review to make an improvement in the child and the whole educational process.



Diagnostic: It is usually in the beginning of catching learning process in order to find out the strengths and weaknesses either out individual or at class level. It helps to design courses and curriculum to be formed to the abilities of learning.

Formative: It is the assessment mode during the instructional phase to inform the teacher about the progress in learning and what more to be done.

Summative: It is the terminal assessment of performance at the end of instructions. Technical and annual examinations weather internal or external are good examples of summative evaluation.



All these tests help in the development of students economically and actual for various purposes.

Placement Tests: It is designed to a group course. This type of test is useful for sorting the student so that they can fit in with the other student, so hat they can fit with the other students of the class. These tests assists the student generally ability rather than particular of point learning.

Diagnostic Test: This type of test is used to diagnose the students' progress of learning and does not deal with failure of learning. It encourages the learning by pointing out to them where they had suggested. Generally such tests are used at the end of the particular unit.

Achievement Tests: Such tests can be administrated the teacher in the form of class tests unit tests, half early, terminal tests etc. these tests show how the teacher has taught and diagnose those areas which have been well learnt.

Proficiency Tests: The aim of proficiency tests is to access the ability of the student to apply in actual situation what he has learnt. It tries to find out the performance of the student after undergoing a language courses. These tests can be used as pre-course of tests to access the needs of the learner. These tests are divided into two types, they are:

- a) Standardized test.
- b) Teacher – made test.

Standardized Test: This is administered to thousands of students. They are prepared by the specialists who are not involving in actual classroom instruction and have no direct knowledge of the students in the classroom and have no opportunity what so ever to check their performance.

Ex.: SSC, Intermediate examinations.

Teacher – made test: These test are prepared, administered by the teacher and scored by the teacher. The achievement test, diagnostic test and unit test are

essentially teacher made tests. These help to find out the standard of the learners and discriminate between the learners.

- a) Subjective types
- b) Objective types

Subjective Type: The test items have one fixed sentences or right answers. So the answer will be same whoever correct if essay and short answer.

Objective Type: These tests items are very short answers type like the multiple choice questions, true or false, matching, blank filling, completion type of question, such items are storable and very much valid.

Quality Concern in Education

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" (Cliff. et al.(1987). Quality has been extensively defined by Dewey et al. (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time."

Merely providing adequate infrastructure, teaching-learning material, adequate teaching and non-teaching staff, providing conducive atmosphere in the school for learning are not sufficient requirements towards the quality education. Along with this, components of the **curriculum, viz. syllabus, pedagogy, examination, affiliation and accreditation standards** are also important factors which need to be addressed while dealing with quality issues in education. These issues have been discussed separately in the light of different education boards. How the different education Boards prepare their curriculum and design syllabus, conduct examination systems and evaluate/assess the student's performance, etc. are to be considered systematically.

School Education System under Different Boards

In general, Board is a council convened for business; a number of persons appointed or elected to sit on a committee. A board of education or a school board or school committee is the title of the board of directors of a school, local school district or higher administrative level. The elected council helps determine educational policy in a small regional area, such as a city, state, or province sharing power with a larger institution, such as the government's department of education.

In educational system the formal institutional roles assigned to school boards, and the designated position board members play as representatives of the community, would lead one to believe that the school board has a decisive role in public education policy and school system administration.

In India, though there is the provision of central authority, but primary education is a state system and power officially resides with the states, concerns about efficiency and local involvement are addressed through the delegation of authority from the legislative branch to the local school board. Although the powers and duties of the education system vary by state jurisdiction, governance structure governed by an elected or appointed board. States also govern through state boards of education, administer through state departments of education. Along with the government schools, the private educational institutions have come up in India in response to growing educational requirements of the pupil, expressed in terms of the desire for good quality education. The private education institutions have their own management and Board.

Examination Procedures

Conducting examinations in education system works like a regulatory mechanism in improving quality in education. More specifically speaking, the quality of education also depends on the types of examinations and frequency of examinations conducted in schools. It has been found that conducting class / internal examination with regular intervals helps in improving the quality in school education. In school education system, the conduct of examination and evaluation for the promotion to next higher classes is an important activity. Merely transacting curriculum in the classroom is not going to help the students about their learning. Examination is helpful in keeping the records of academic achievement and progress of the student. The terms examination and assessment are closely linked. Examination means to conduct a test, whereas assessment is how to measure the test or score or give numerical value to test giver.

Examination

For the general understanding, examination or test means to examine somebody or something i.e. to inspect closely; hence, an examination is a detailed inspection or analysis of an object or person. In an academic or professional context, examinations are tests which aim to determine the ability of a student or a prospective practitioner. Exams are usually written tests, although some may be practical or have practical components, and vary greatly in structure, content and difficulty depending on the subject, the age group of the tested persons and the profession. A person who passes an examination receives a degree, certificate, diploma, driving or professional license, depending on the examination's objectives.

In this report the examinations of **Zilla Parishad/ Government, Private and a Residential** schools have been discussed.

Major Sources of Students' Testing by Zilla Parishad/ Government, Private and a Residential

Zilla Parishad : Emphasizes on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual

examination. Students' performance is assessed not only from the academic point of view but also in the context of overall or holistic development of the children.

Government: Emphasize on home work, project work, unit test, cumulative Examination, monthly test, half yearly, pre-board test and annual examination as suggested by the Govt.

Private schools: Gives more emphasis on project work, practical, interactive and fun-based practical learning. Private schools aim at to promote universal brotherhood, harmony, global integration, cultural pluralism and prepare its students to become a global citizen. Private schools Assessment is not based simply on "how many questions can they answer?" or "what percentage have They achieved?"

Residential: Conducts similar types of examinations and emphasizes on unit test, class test, home work, project work, activity based learning, pre-board test, and session ending examination. It also emphasizes on overall growth of the children through integrative approach.

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Evaluation is an important aspect of any education system. Student learning can be improved through well-planned procedures of evaluation that are inbuilt in the teaching learning process. Many times teachers attempt to assess the progress of learning while Teaching in the classroom – sometimes deliberate and at times spontaneous.

Continuous Assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- In the students' and parents' understanding of the objectives and assessment criteria
- In the students' preparation for final assessment
- In the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- Open-ended, problem-solving activities
- Investigations
- organized debates
- Hands-on experimentation
- Analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self assessment.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Final assessment

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Teachers administer appropriate sets of assessment tasks and rigorously apply the prescribed assessment criteria defined for each subject group. The type of assessment tools available to teachers includes all forms of:

- Oral work
- written work
- Practical work.
- Teachers select appropriate tasks and assessment tools according to:
 - The resources available within the school
 - The subjects to which they are being applied
 - The particular objectives that are being measured.

Govt. Schools: Examination and Evaluation Procedure

Government Schools follow the examination and evaluation procedure suggested by Directorate of Secondary Education (DSE), which functions under the Government of Andhra Pradesh, has realized the examination and evaluation procedure as important aspects of imparting quality education. According to their views students should normally be assessed on a regular basis rather than on one time examination, which prompts them towards rote learning. A number of measures have been taken by DSE to evolve a system where a child is evaluated on a regular basis. One of the major steps taken in this direction is the introduction of continuous and Comprehensive Evaluation Programme (CCEP). The methodologies adopted for implementation of this programme are as follows:

A series of examinations were planned so that inter temporal comparison can be made and improvement or deficiency can be gauged over reasonably good period of time.

At the same time, the intervals between the examinations should be reasonable enough to allow corrective measures to take effect.

In order to avoid excessive burden on the children, it was decided that the exams should be taken on a single day and only one common paper with multiple choice answers from all subjects should be administered for each class.

The paper should be of one hour duration.

A set of common question bank of objective type questions would facilitate random selection of questions.

OMR answer sheets were considered appropriate so that the entire mark sheet may be prepared in a short span of time.

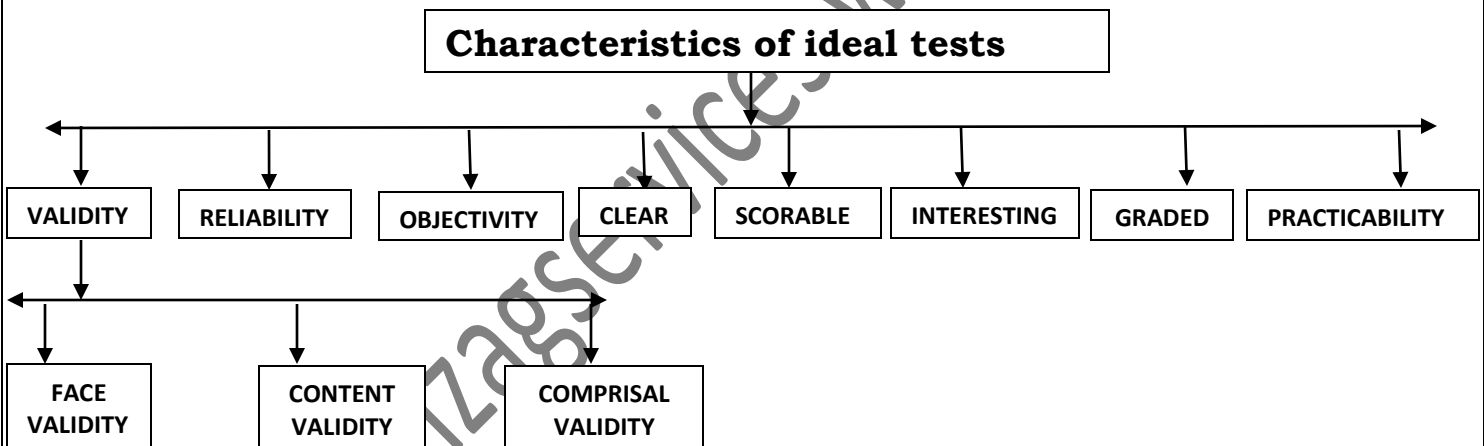
Learning Assessment Activity –III

Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Year)

Nature of an Achievement Test: An achievement test is the main means available to the teacher and the student for assessing progress. These tests can be administered by the teacher in the form of class test, school unit test, terminal or half yearly tests. These test aims to find how much each student and the class as a whole has learnt of what has been taught. It provides feed back on students progress to both the teacher and the student.

Purpose of an achievement test: Achievement tests shows how effectively the teacher has taught and diagnose those areas which have not been well learnt.

Achievement test has been covered and look forward to anticipate directions for future remedial work. The content of our achievement test is indicated by its purpose it must test what has.



Characteristics of an ideal tests: The essential qualities of a good tests are given below:

Validity: A test is valid when it intends to measure what it has to. If a test measures language, skills and elements of language at the same time or measure the several skill at the same time. It will not be a valid test. In the selection of any test two questions must be considered.

- a) What precisely does the test measures?
- b) How will do the test measures?

They are three types of validation like:

Face Validity: Sometimes the test papers give the impressions that some thing is wrong with it, this type of validity known as face validity.

Content Validity: The test should contain the representative sample of the course. The content validity depends on a careful analysis of the skill being tested and on the course objectives.

Comprisal Validity: It is obtained by comparing the result with an independent criteria.

Reliability: The test should be reliable as a measuring instrument. By reliability it means suitability of test scores. It should rate the same candidates at the same scores even if it is examine by the same or different items.

Practicability: The characteristics of a good teacher are practicability and usability. In the preparation of test a number of practical considerations must be kept in mind.

- a) It should be finished in time allotted for it
- b) It should be taken into consideration. The scoring, procedures, some provision should be made for individual difference.

Objectivity: It should yield the same or nearly the same scores irrespective of the person who score it.

Scorable: It should be constructed in such a way that the boredom caused by routine scoring is cut down to the maximum. It should allow the key in making, so that the test sheet is checked more or less automatic with subjectivity.

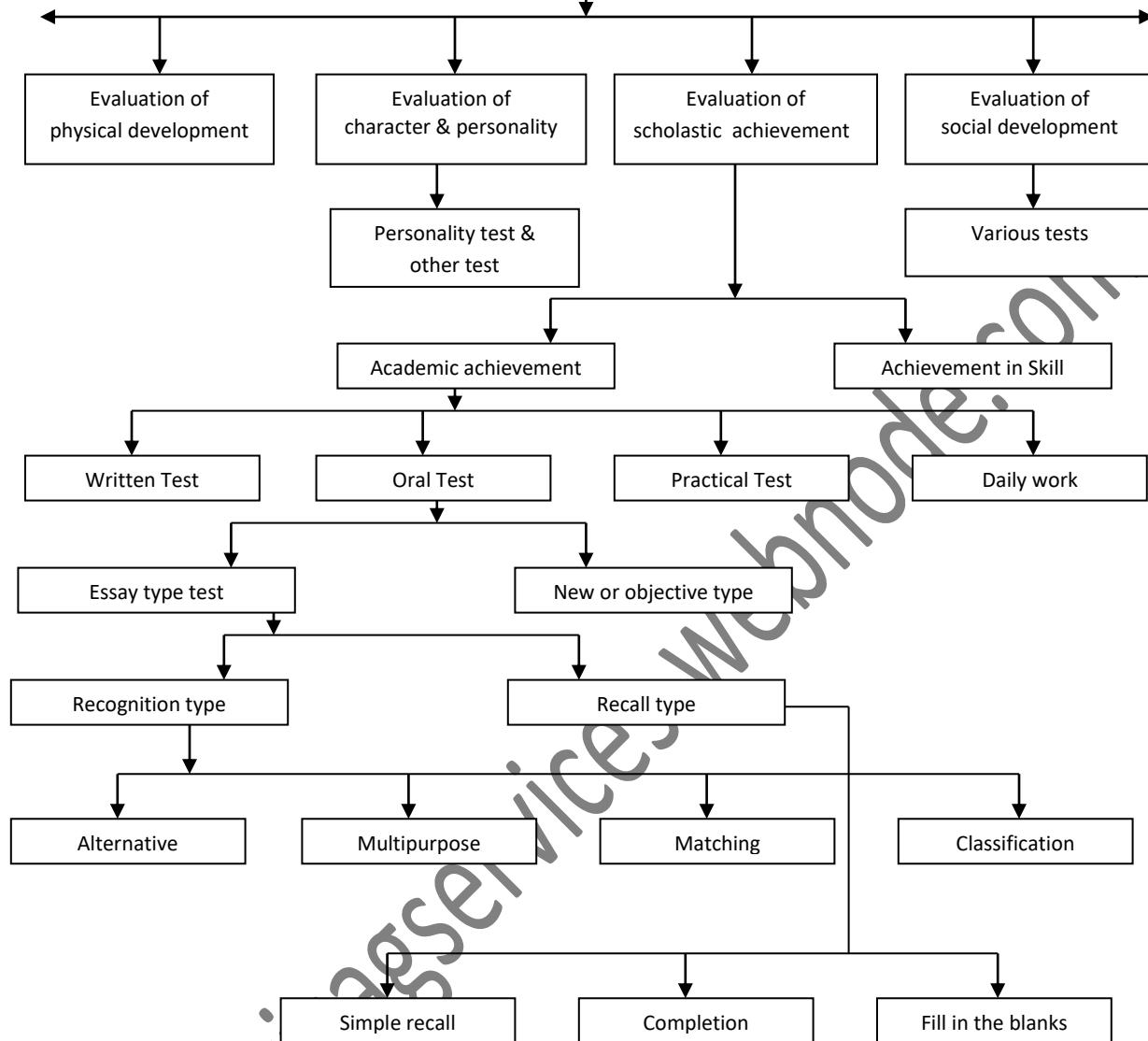
Clear: The directions given should be brief and definitive, so that the students are not handicapped by wrong performance due to misunderstanding directions of the language of the questions should be simple, comprehensive, definite and unambiguous.

Comprehensive: It should cover the whole syllabus due to importance should be given each topic while setting the paper, care should be taken minimum choice is given.

Graded: It should be according to the age and intelligence of the students.

Interesting: It should create interest among the student to put forth their efforts. It should encourage reflective thinking and not reproduction.

TOTAL SCHEME OF EVALUATION



REPORT

The prime concern of this study has been to quantifiably estimate the extent to which the different instructional objectives have been assessed in the secondary examinations. The analysis of the 3 years question papers in the four core subjects has brought forth the following results:

In the **Science - I** subject, the analysis revealed that in 2013, in the view of the majority of the experts, the lower order knowledge objective and its associated abilities of recall had been assessed to a greater extent than stipulated in the design. There was a dramatic increase in the marks allotted

for testing this objective in the year 2014 which was 18-23% higher than that stipulated in the design. In keeping with this trend, the 2015 paper also exhibited a higher weight age of marks being allocated for assessing the knowledge objective. The unanimous finding of all the three experts has been the near total absence of questions assessing the higher order objective of application and its' associated competencies in the three years question papers.

In the Science - II subject, the analysis showed that, in the year 2013, the testing of the knowledge and understanding objectives was in consonance with the stipulated weight ages in the design, except for the application objective which was inadequately tested. In the year 2014, however, the change took place for the worse, with the results pointing to an increase in the marks allotted for testing the lower level knowledge objective. The year 2015 marked an inordinate increase in the weight age allotted to the knowledge objective, which was higher by 20% than the recommended weight age. In 2014 and 2015, what is also evident is the near complete dearth of questions assessing the critical higher order objective of application.

The report also exhibits the progressive deterioration over the three year period in the assessment of instructional objectives in that the paper was fairly compliant to the design in 2013, but became imbalanced in favour of testing the lower level knowledge objective, in 2014 and 2015.

The analysis of both Science - I and Science - II question papers shows that the tendency in this subject to assess students for lower order abilities such as memorization and recall has persisted, even though meaningful learning in science requires the development of the critical higher order objectives and skills, as outlined in the syllabus.

In the **Maths** subject, the results of the question paper analysis revealed that in 2013, the questions primarily assessed the 'understanding' objective. In fact, this was 15% to 20% higher than the stipulated weight age. In Mathematics, this objective falls at the lower end of objectives to be attained and thus only the average level of mental abilities were being tested. The 2014 analysis reflected a similar trend with the simpler 'understanding' objective being tested for marks higher than the design by 20% to 26%. The 2015 paper analysis once again revealed a similar trend. A major observation of the experts was that the assessment of the higher application objective and the competencies such as reasoning and problem-solving, which are critical in the Maths subject, have been consistently low in the three years papers and were totally absent in the 2014 paper. The common pattern that emerges from the

three years analysis is that secondary level students are being assessed in Maths for simple mathematical skills, rather than for higher cognitive abilities that have been outlined in the syllabus and the Curriculum Framework.

In **Social Science**, the results portray that the 2013 paper only marginally deviated from the design with reference to the assessment of objectives. The memory-based knowledge objective was tested for a slightly higher percentage of marks than the design, while the understanding objective was estimated for a marginally lower percentage of marks. In 2014, the three experts unanimously agreed that there was a marked increase in marks testing the lower order knowledge objective, which was 12% to 14% higher than the design, and the marks testing the higher understanding objective were 12% to 14% lower than the design. In the year 2015, the simpler memory based objective was accorded marks 12% to 17% higher than the design. In the year 2014 and 2015, the assessment of the higher order skills of critical thinking and evaluation appears to be systematically neglected. Thus what is clearly visible over the 3 year period is the cumulative increase in the assessment of the lower order knowledge objective and an overall decline in evaluating the higher order skills associated with the application objective.

The qualitative analysis of the question papers of each subject undertaken by the experts has provided us with useful insights into the type of lacunae the questions and the paper as a whole suffered from. More importantly it has offered valuable suggestions on how questions testing only recall of memorized facts can be upgraded to effectively assess the higher order objectives and skills through innovative means.

Learning Assessment Activity –IV

Administer an intelligence test on students of any class and interpret the result.

Definition

Intelligence tests are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension, and judgment.

Purpose

The goal of intelligence tests is to obtain an idea of the person's intellectual potential. The tests center around a set of stimuli designed to yield a score based on the test maker's model of what makes up intelligence. Intelligence tests are often given as a part of a battery of tests.

History

In 1905, the French psychologist Alfred Binet published the first modern intelligence test, the Binet-Simon intelligence scale. His principal goal was to identify students who needed special help in coping with the school curriculum. Along with his collaborator Theodore Simon, Binet published revisions of his intelligence scale in 1908 and 1911, the last appearing just before his untimely death. In 1912, the abbreviation of "intelligence quotient" or I.Q., a translation of the German Intelligent-Quotient, was coined by the German psychologist William Stern.

Types of IQ Tests

Since Goddard's controversial Binet tests, psychologists have worked to develop numerous other tests. Most are intended for elementary school-aged children, but some may be used for adults.

The most common types of IQ tests are:

- Stanford-Binet Intelligence Scale
- Universal Nonverbal Intelligence
- Differential Ability Scales
- Peabody Individual Achievement Test
- Wechsler Individual Achievement Test
- Wechsler Intelligence Scale for Children

- Woodcock Johnson III Tests of Cognitive Disabilities

TEST I - VI Class (Time: 3 Minutes)

TEST PROBLEMS

- O-S-M-E-U**
A. Mouse B. Usage C. Enemy D. Ounce E. Sound
- R-E-T-G-A**
A. Green B. Grant C. Grasp D. Great E. Greet
- R-D-M-A-E**
A. Drama B. Drink C. Dream D. Dress E. Drawn
- R-W-O-R-O-S**
A. Slowly B. Shower C. School D. Sorrow E. Sooner
- E-Y-M-O-R-M**
A. Merely B. Memory C. Monday D. Moment E. Murnur
- E-L-A-H-H-T**
A. Health B. Handle C. Height D. Helper E. Health
- L-O-L-O-F-W**
A. Looker B. Willow C. Follow D. Office E. Offset
- H-N-A-E-G-C**
A. Change B. Cheque C. Chance D. Cheese E. Cancel
- O-U-H-G-H-T-T**
A. Through B. Thought C. Ghostly D. Thrower E. Unearth
- B-L-E-R-U-T-O**
A. Tourist B. Lecture C. Trouble D. Routine E. Butcher

S.NO	NAME OF THE STUDENT	MARKS	PERCENTAGE	RAWSCORE	DEVIATION I.Q LIMIT
1	RAMU	9/10	81.81818	145	Very Superior
2	BUNNY	10/10	90.90909	152	Very Superior
3	K.BHASKAR RAO	7/10	63.63636	128	Superior
4	G.MANGA	9/10	81.81818	145	Very Superior
5	NAVYA	10/10	90.90909	152	Very Superior
6	CH.SANTOSHI	6/10	54.54545	119	Average
7	CH.RAGHAVENDRA	9/10	81.81818	145	Very Superior
8	B.DIVYA	10/10	90.90909	152	Very Superior
9	E.M.LAXMAN	5/10	45.45454	110	Average
10	B.DIVYA	9/10	81.81818	145	Very Superior
11	B.MOKSHA	10/10	90.90909	152	Very Superior
12	M.GANESH	7/10	63.63636	128	Superior
13	Y.SUDHEER	10/10	90.90909	152	Very Superior
14	M.DEVI	6/10	54.54545	119	Average
15	G.PRAKASH	10/10	90.90909	152	Very Superior
16	A.SWARNA	9/10	81.81818	145	Very Superior
17	P.DURGA PRASAD	10/10	90.90909	152	Very Superior
18	G.DURGA	8/10	72.72727	136	Very Superior
19	K.SAIKUMAR	10/10	90.90909	152	Very Superior

20	B.MEENA KUMARI	7/10	63.63636	128	Superior
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Results

The person's raw scores on an intelligence test are typically converted to standard scores. The standard scores allow the examiner to compare the individual's score to other people who have taken the test. Additionally, by converting raw scores to standard scores the examiner has uniform scores and can more easily compare an individual's performance on one test with the individual's performance on another test. Depending on the intelligence test that is used, a variety of scores can be obtained. Most intelligence tests generate an overall intelligence quotient or IQ. As previously noted, it is valuable to know how a person performs on the various tasks that make up the test. This can influence the interpretation of the test and what the IQ means. The average of score for most intelligence tests is 100.

Results of an IQ Test

According to the Test result 75 percent of intellectually children receive IQ scores between 72 and 90. A score of 110 is considered average.

High Scores

A high IQ score, over **152, is associated with superior performance. Extreme intelligence is 130 or above.** Still, these outcomes are stereotypical. A high score usually means the person has a lot of *potential*, not that they're particularly "smart."

Low Scores

Someone who scores below 90 is considered to have "below average" intelligence. Extremely low scores, below 70, are usually a cause for concern. They may indicate an underlying learning disability.

Conclusion

Intelligence tests are widely assumed to measure maximal intellectual performance, and predictive associations between intelligence quotient (IQ) scores and later-life outcomes are typically interpreted as unbiased estimates of the effect of intellectual ability on academic, professional, and social life outcomes. The current investigation critically examines these assumptions and finds evidence against both. We examined intelligence tests using a **3-min test of ten questions** to 20 randomly selected students. IQ score is predicted by valuing the test score with chronological age and as per the chart the raw score is taken and checked in the deviation chart to assume the intelligence quotient.

However, the predictive validity of intelligence for life outcomes significantly diminishes, particularly for nonacademic outcomes. Collectively, our findings suggest that, under low-stakes research conditions, some individuals try harder than others.

Learning Assessment Activity – V

Conduct a survey to find out occupational choices of 9th class students and prepare a report.

Introduction

What is an occupational choice?

Occupational choice (aka (also known as) career choice, job selection, vocational choice) is an area in which psychological expertise can be usefully employed. By helping people clarify their [occupational interests] and preferences they can be helped towards making these important decisions. 'Psychological, social, economic, and cultural factors are the main reasons as to why I chose law enforcement as a career.' Most people have certain factors that determine why they choose a specific occupational choice, or job or profession. Sam was no different.

Psychological Factors

The first factors that can impact an individual's occupational choice are psychological factors. These factors consist of interest, aptitude, or intelligence

Social Factors

Social factors can have a huge impact on the occupation an individual chooses to attain. Personality, attitudes, and lifestyle all fall within the definition of social factors In addition, finding role models in an individual's formative years can help with choosing an occupation.

Economic Factors

Economic factors can also influence an individual's job selection. People that come from an affluent background have easy access to higher education. This can cause individuals to choose a white-collar job instead of a blue-collar one. Salaries, benefits, and bonuses can also impact what career choice is selected by an individual.

Questionnaire for the students of secondary schools on the environment in determining career choice.

Name of the student :
Name of the School :
Class :
Age :
Locality of school : Rural/Urban/Tribal
Locality of home : Rural/Urban/Tribal
Father's Educational status : Uneducated/10th/Degree & above/others

Sl.no	Statement	A 2	DA 0	UC 1
1	My parents will have great influence in my career choice.			
2	Teachers are the greatest influence in my career choice			
3	Secondary school students can be influenced by their peers in making career choice.			
4	Counsellors are the greatest influence in my career choice.			
5	Deviant behaviour of secondary school students in career choice are influenced by the peer groups.			
6	Money is an issue in choosing a career.			
7	Moving with students in tertiary institutions does affect secondary school students' career choice.			
8	Living in a low socio economic environment can affect the choice of career among secondary school students.			
9	Governmental policies do affect choice of career among secondary school students.			
10	My parents, educators, someone else chose my secondary school subjects.			
11	I have no career plans at present.			
12	My grades will determine my career choice.			
13	Socio economic status of student always affects the student' s choice of career.			
14	I have access to employment in a family business.			
15	I plan to work in a job for a while, then attend a school or get training.			
16	I will have to work for the money needed to attend any training after secondary school.			
17	I am fully aware of what technical colleges have to offer.			
18	I will consider working after secondary school rather than make a career choice.			
19	I have no one to motivate me in making a career choice.			
20	Opportunities and privileges do affect career choice.			

Sl.no	Statement	A 2	DA 0	UC 1
21	Educational status of parents can affect career choice.			
22	My grades will determine my career choice.			
23	I have done career choice on my own.			
24	I made the decision choosing my secondary school subjects.			
25	I will choose my career choice based on my interest in a particular occupation.			
26	My parents' occupations determine my choice of career.			
27	My academic ability will determine my career choice.			
28	Thinking about career choice now is a waste of time.			
29	Teachers' characteristics do influence students' motivation in choosing a career.			
30	Career choice takes a prominent place in our life			

Report

This study has dealt with factors concerning career choice among secondary school students in Visakhapatnam. This study has thrown light into the misconception among secondary school students about the factors that determine their choice of career. It also revealed that all the selected secondary schools in Visakhapatnam. Local Government Area lacked the service of a career counselor which has made the students in that area to be one- sided in their choice of career and their parents are looking towards a prestigious career for their offspring.

It has been observed that while students aim at such prestigious occupations when still in secondary school, it has not been possible for many to achieve their aims for one reason or the other. Such reasons often include among others; poor academic performance, poor choice of subjects for the school certificate examination, lack of financial support to pursue their education which makes it impossible for such boys and girls to get their required training that would qualify them for the jobs of their choice. Also lack of sufficient information about different jobs, the course of study as well as other activities are among such reasons students are thus unable to judge whether they would like all that their

choices actually entail. Many people are then left with no definite career satisfaction. One can therefore conclude that while students do not feel environmental factors are important, they did not show outright disregard for them. There is some interest, just not significant interest. I believe that students do listen to the people around them; and that those people are going to have similar, not significant ideas.

The students may unknowingly define their thinking based on the ideas and suggestions of the people in their support group. Students show their awareness of the economic issues and some solutions or answers by the way they responded to these questions. Since the career process is ever evolving, it is important for students to learn what their opportunities are, capitalize on them, and then move on. When it comes to predictive costs versus benefits of education, this is where students can make a mistake either overestimating or underestimating their economic situations. Students should not confine themselves to just one opportunity, nor should they stop trying if the possible opportunity dries up. If opportunity is not present they have to make their own opportunities or move on. The students choosing personality as their most significant career choice factor, and then, definitely making a career choice because they did career choice on their own lend credence to what the literature is saying all along.

Conclusion:

Hence we can conclude that students must know themselves and make their own career choice decision based on that self- confidence in their decision making process. As far as personality being important in the career choice process, individuals must know themselves and use their self- knowledge as a tool when making a career choice. There are multiple ways to approach our interests; everyone is an individual with their own way of doing things. This brings into the discussion the statement made in the literature that only the student can decide what is best for them. Students must remember that while there are infinite numbers of resources available for research, they must decide for themselves what works for them. The students can use all the tools available but it is the make- up of the student' s personality, drive, ambition and creativity that synthesize the effort into success.