

Quadrant-I (E-Text)

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner,
Course Code	EDU502
Module Name/Title	<i>Techniques for assessment of individual and intra individual difference in learners: Anecdotal Record, Cumulative Records, Sociometry, Interview, Achievement Test and Diagnostic Test</i>
Module Code	UTL018
Pre-requisites
Learning Outcome	<p>The students will be able to</p> <ol style="list-style-type: none">1. Illustrate use of Anecdotal Records in the school with a case2. Analyze the types of information included in the cumulative record card for planning of educational activities.3. Apply in the classroom to understand dynamics of behavior of group.4. Explain the tasks to be completed in planning, conducting and closing an interview.5. Interpret types of achievement test from different categories point of view.6. Understand major considerations in selecting a standardized achievement test7. Design a diagnostic test.
Keywords	Anecdotal Record, Cumulative Records, Sociometry, Interview, Achievement Test and Diagnostic Test

2. Development Team

Role	Name	Affiliation
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1. Introduction

No two individuals are alike in nature. They differ from each other in some-way or the other. Hence, it is necessary to identify and understand this uniqueness within and among individuals. Such a similarity and difference between individuals reveals individual differences. Assessment is a technique of collecting and evaluating of information regarding individual differences. These procedures describe individuals by specifying how they are different from or similar to other individuals. Such assessments are many. Out of these the following techniques are frequently used by many teachers and guide and counsellors.

1. Anecdotal Records
2. Cumulative Records
3. Sociometry
4. Interview
5. Achievement Test
6. Diagnostic Test

2. Anecdotal Record

Backdrop

Students in the school spent most of their times with teachers and peers. It is sure that certain significant incidents or happenings occur in the life of students which is experienced for a longer period of time. These happenings should be recorded for the purpose of data collection. The teacher records these matters after asking the facts about the incident of students without their knowledge. The students are not known about the facts that are going to be recorded by the teacher. This type of data collection is required for the purpose of guidance services. This detailed narration of an incident is known as Anecdotal Record.

Example

Rahim is studying in 5th class in a public school. He is always sitting alone in the class. He is very serious in answering the teacher's questions. He never participates in the activities arranged outside the school campus. He secures good marks in all subjects.

Remark-It analyses his academic behavior. It shows that he is not participating in co-curricular activities. He needs guidance in developing social participation

Features

Anecdotal records have the following features

- ✓ It gives the date, place and situation in which the action occurred.
- ✓ It describes the actions of an individual, the reactions of the other children involved and the responses of the former to these reactions
- ✓ The postures. Gestures, voice qualities and even facial expressions of individuals are studied to understand the individual's feelings and emotions
- ✓ Direct quotations are used to describe the statements

Uses

- It is very useful for guidance worker and counsellor
- It helps a teacher to understand the pupil on the basis of description of happenings of students' life.
- It helps a teacher in assisting the students for solving their problems and difficulties

3. Cumulative Record

What is Cumulative Record?

Cumulative Record is a technique to record student's all round growth. Significant information in dimensions of physical, social, mental, moral and psychological is collected through a systematic record cumulatively. The data are collected consecutively in three years. According to Jones, a cumulative Record card (CRC) is a permanent record card of a student which is updated from time to time by the school counsellor. The Secondary Education Commission observed that "neither the external examination singly or together can give a correct and complete picture of pupils' all round progress at any particular age of his/her education yet it is imparted for us to assess this in order to determine his/her further course of study". Thus, a school record in its detailed and comprehensive form is of necessity

Objectives

The objectives of keeping Cumulative Record Card are to

1. Maintain adequate and significant record of student's growth
2. Assess interest, attitude and other categories of behavior
3. Provide necessary guidance and counselling of students
4. Diagnose pupils' needs

5. Judge social adjustment and interpersonal relationship of students
6. Plan for syllabus and effective organization of educational activities

Types of Information Recorded in the Card

The Cumulative Record Card should include the following information

1. *Preliminary Information:* - It covers name of the student, age, parent's name, sex, date of birth, class, section and any other information in order to identify the child.
2. *Background data:* - Neighborhood influences, socio-economic status of the family, cultural status of the family, number of brothers and sisters, their educational background, occupation of the members of the family
3. *Physical data:* - Data like physical height, weight, illness and etc.
4. *Psychological data:* - Student's intelligence, attitude, aptitude, interests, personality and social adjustment
5. *Educational data:* - Student's achievement and educational attainment, school marks and etc.
6. *Vocational information:* - Students' skill and interest towards some vocations
7. *Co-curricular activities:* - Data are related to participation and achievement in certain co-curricular activities

Maintenance of Record

The CRC is maintained by the class room teacher. It begins as the child enrolls in a school and continues from school to school as he progresses. Each information relating to his/her all round development is recorded in this card. The entries are made carefully. The different dimensions of entries may be:

Primary information about identity, Schools attended, Family history, Physical data, Medical report, Attendance, Psychological report including aptitude and intelligence test, Scholastic achievement, Performance in co-curricular activities, Position of responsibility and merit obtained, Vocational interest and activities and Personality traits

Box1: What information should not be recorded in the cumulative Record?

Example-

Personal counselling notes regarding the student
Student's involvement as offender
Negative and de-motivating information about the child

4. Sociometry Technique

Introduction

The word 'Sociometry' is combination of the words 'Socius' and 'Metrum'. Meaning thereby social measurement. It is quantitative human social psychology, inter-

human relations. Sociometric data can provide information about an individual's position in the group, the social subgroups within the group, relation among the subgroups and cohesiveness of the group. It is very useful in school settings. It measures social adjustment to know the social and emotional development of the pupils. The teacher tries to know effective functioning of groups on the training and behavior of individuals.

Socio-Metric Assessment Procedures

Some commonly used Socio-Metric procedures are a) peer-nomination procedure b) role play c) 'Guess-Who' technique

a) Peer-Nomination Procedure

It was introduced by Moreno (1934). The essential characteristic of the peer nomination technique is that students are asked to nominate or name classmates they prefer according to some specific positive criteria. This approach typically involves the students' naming one or more classmates with whom they would most like to study, play, work on a classroom project or engage in some other positive way. Peer nomination procedures can be administered by an item-by-peer matrix or through a questionnaire wherein they fill in names of classmates on blank lines following questions. The item-by-peer matrix consists of having the names of all children in the class across the top of the page and the social interaction items listed vertically on the left side of the page. The students are instructed to put an X under the names of the others to whom they think the question statement applies. The format is given below in figure-1.

Name of the teacher _____ which class do you read in? _____
Gender-
Instructions:
For each question, you will be asked to pick one statement that you think the statement is most liked and put an X in the box under their name. Remember that there is no right or wrong answers.
Sesadeb Jubilee jitu Biswajit Pooja Bini
To whom would you like most to be best friends with?
Who is angry a lot?
To whom would you like to invite your home?
Who gets along well with the teacher?
Who is in trouble a lot?

Figure-1: An example of an item-by-peer Matrix

Scoring

It is done by totaling the number of nominations that each child receives. The results of positive peer nomination procedures are classified and interpreted according to a frequently used set of criteria.

- 1) Stars are individuals who are frequently chosen

- 2) Isolates are individuals who are never chosen in the process
- 3) Neglecters are those who receive only a few nominations The results will be plotted graphically using a sociogram. It shows the patterns of choice for each student and forms a small group.
- 4) A mutual choice occurs when an individual is chosen by the same student that he or she selected.
- 5) A clique is identified by finding a small group of students who choose each other and make few or no choices outside of that group
- 6) A cross-sex choice occurs when boy chooses a girl or a girl chooses a boy. Using these scoring and classification criteria, one can see easily how a procedure as deceptively simple as the peer-nomination method can yield information.

Role-play

Bower (1969) used role-play. The basis of this procedure is that children are asked to assign their peers to various roles (both positive and negative roles) in an imaginary play.

A scoring procedure is by calculating the number of negative roles given to a child and dividing that by the total number of roles given to the child. Large percentages are supposed to indicate a high degree of peer rejection; where as low percentages are meant to indicate that the child has higher social status.

'Guess-Who' measures

The 'Guess-who' technique is a Sociometric approach where in brief descriptive statements are provided to students and then, they are asked to write down names of a few other students who they think best fit the descriptions. For example, the description is 'Guess who does the best job on school work'. Scoring of these types of measures is done by making simple frequency counts of each question/description. More ever, 'Guess who' technique is flexible, easy to administer and easy to score. It has sound technical properties.

Example

"Guess Who" questions may be developed to help to select three students in a third grade class room who are most likely to benefit from participation in a friendship-making training group.

Box2: Ethical concerns in Sociometric procedures

- A common concern is that children may compare their responses after assessment to find out which children are single out for negative nominations
- It may concern isolation or social exile for the children who are in negative terms
- The lack of ill-effects of administering this technique on peer group.

Merits

- 1) It is a means to identify individuals who might benefit from social skill interventions.
- 2) Its potential use is for grouping students together in class room settings for maximizing co-operation.
- 3) It can better have understood how social network changes over time.
- 4) It can be used to scale emotional and behavioral problems.

5. Interview

What is Interview?

Interview consists of asking a question to a participant, who then responds. It aims to elicit significant personal information in depth (e.g. TV celebrity interview). It requires a careful preparatory work that identifies the topics to be explored. The interviewer also works within the purview of ethical guidelines that helps to protect the respondent against psychologically damaging experiences.

Types of interview

There are three main types of interviews. These types of interviews differ most fundamentally in terms of the extent to which the process is structured and planned in advance

1. Structured Interview

A structured interview is called a standardized interview. It is one in which the form and direction of the questioning is largely decided in advance. In structured interview all respondents answer the same specific questions in the same specific order. This structured format provides greatest control for the interviewer. The structured format has two fundamental drawbacks.

First, the interviewer has no freedom to change the questions as per the view of the respondents.

Second, the interviewer may not be able to follow-up a unique aspects of the interviewee's response, as the interview may not be able to anticipate these issues while developing the interview schedule

Telephonic interviewing is therefore demands a structured one, in which a relatively simple selection of verbal responses is required.

2. Unstructured Interview

An Unstructured interview is open ended. It is not based on predetermined set of questions. It allows following a general topic and allows the content of the respondent's answers to guide the questioning process. It is more like a dialogue or a normal conversation. Thus, this type of interview offers a much more flexible approach. At first glance, the unstructured format may sound easy to implement but in reality the case is different. The interviewer must be smart to draw on information provided earlier in this interview to ask meaningful and focused questions on the spot. Hence, the unstructured approach requires considerable skill in order to handle the respondent's replies while the interview is in progress.

3. *Semi Structured Interview*

A Semi structured interview is possible to combine these two approaches in interviews with a semi structured format. The interviewer will ask each interviewee the same core set of questions, but may change their order in response to topics the interviewee brings up. So, the interviewer uses probing questions to follow up the unique aspects of responses made by the respondent. The flexible approach favors the needs of the interviewee. Thus, it allows the interviewer to control the interview process.

Panning an Interview

The following aspects are considered in order to plan an interview

- When to interview?

When the interviewer wishes to obtain more or less detailed qualitative information about some aspect of individual experience or behaviour is the indicator

Box 3: Interview planning

- ✓ Clarify the issue to be studied
- ✓ State the objectives of the interview
- ✓ Generate a set of themes and questions
- ✓ Find out the order of the questions to be asked
- ✓ Identify the potential respondents
- ✓ Decide how the information is to be reordered in the interview?
- ✓ Consider the ethical issues for collection of information

Developing an interview schedule

A list of questions to be asked is prepared and developed into an interview schedule. It is important to make sure that the interview has a clear direction consisting of questions that are relevant to the topic.

Box 4: Steps in preparing a schedule

- ✓ Write a problem statement
- ✓ Identify the key themes or ideas in the topic
- ✓ For each theme outline a number of specific questions that could be put directly to a respondent
- ✓ Refine the questions again and again

Interviewing

Interviewing deals with the following dimensions:

1. *Beginning tasks*

- An informed consent to be interviewed
- Building a good working relationship with the respondent
- Confidentiality of information
- Pre interview meeting
- Topics requiring many questions may be divided into more than a single session

Box 5: Building a rapport with interviewee

- ✓ Honest and open communication
- ✓ Demonstrate respect for the respondent
- ✓ Develop mutual trust between the interviewer and interviewee

2. The interview environment

- Free of distractions or interruptions by others
- Seating arrangements
- Physical comfort in terms of lightening, ventilation

Box 6: Types of Questions for Interviewing

- ✓ Introducing questions
- ✓ Example includes: “can you tell me about your experiences with.....?”
- ✓ Probing questions- probing questions elicit further detail
- ✓ Example includes: “can you tell me more about that?”
- ✓ Focusing questions-it is asked to get more specific information
- ✓ Example includes: “can you tell me what you were thinking then?”
- ✓ “Can you tell that step-by-step?”
- ✓ Direct questions- It deals a particular aspect of the response
- ✓ Example includes: “can you tell me about a time your interest affected the quality of your work?”

3. Recording the interview

The information generated by an interview has to be recorded in some way for future analysis. Therefore, written notes or some form of electronic recording should be decided.

4. Closing the interview

Once, the interviewer has asked all the questions as per the schedule, the interview will be closed. The following key elements are kept in mind in closing the interview.

- Check the respondent’s feelings/emotion
- Check if any doubt by asking open-ended questions
- Give the interviewees some ‘positive strokes’
- Finally returning from the interview mode interviewer should manage a normal style of interaction with the interviewee

Box 7: Types of question to avoid

- ✓ Complex questions- too long and too wordy
- ✓ Double barreled-combination of two questions in one sentence
- ✓ Leading questions-invite agreement

6. Achievement Test

What is an Achievement test?

Achievement refers to what an individual has learned. It refers to a performance in a specific area after and through a specific training/school curriculum. School Achievement tests are instruments to assess the level of performance.

Tests of achievement, defined as the level of knowledge, skills. It is accomplished in an area of certain subject(s). Achievement tests focus more on the present, that is, on what a person knows or can do correctly right now.

Functions of Achievement tests

- The basic function of achievement testing is to determine how much an individual know about certain subject(s) or how well they can perform certain skills
- The results of achievement testing inform students as well as parents and teachers about the students' scholastic accomplishments and deficiencies.
- Other functions of achievement testing is certification, course credit and ensuring of standard teaching
- Such test is a stimulus for student learning
- Achievement testing is a means for evaluating the instructional programme and staff
- Achievement test scores encourage the teachers, school administrators and parents to the instructional needs of individual students and groups
- Achievement test can measure the extent to which students have attained certain cognitive objectives of instruction

Types of Achievement test

Educational achievement tests are better predictors of school marks than tests of intelligence or other abilities. The accomplishment measured by achievement test is not broad. One type of achievement test is Essay and objective type.

Essay type and objective type of question

Objective tests are those in which the answers to the question are objectively responded. The answer to each test item carries one and only one correct answer. So, carefully designed objective tests can measure not only memory for facts but also many of the more complex objectives of instruction. Objective test assess the attainment of higher order instructional objectives such as application, analysis and evaluation.

On the other hand, Essay type test is used in response to the criticism that an objective test ignores writing and promotes inadequate self-expression. It gives greater emphasis on written expression.

Essay type and its attributes

- The item should measure the skill or knowledge- The essay questions are somewhat lengthy. So, it is easier to design a question as per the planned objective
- The item can be answered in about 10 minutes with one paragraph of about 100 words-it takes some careful planning to make certain that a brief-response essay item is sufficiently limited in scope.
- The reading level of this item is appropriate for the students-the question should be testing the students' knowledge of the material not their ability to read well.

Box 8: Example of an Essay type test item

Objective: the students will be able to name the parts of the respiratory system and describe the steps in respiration

Item: Describe the steps our body goes for appropriately naming different parts of the respiratory system

Scoring: a) Students will fetch 2 marks each for appropriately naming different parts of the respiratory system

b) Students will earn 2 marks for describing each step

Answer Key: Different parts of the respiratory system are nose, Nostrils, Mucus, Trachea, Bronchial tubes, diaphragm

Types of Essay items

Generally, there are two types of essay formats: Extended response type and restricted response type

Extended response type allows students to select what they want to write about that was taught. Restricted response type is also known as short answer essay. The question can be answered in about 10 minutes with one good paragraph of about 100 words

Advantages of the Essay Type Questions

- It can measure high level cognitive skills such as application, analysis, synthesis and evaluation
- It allows students to demonstrate their competency with the subject matter and ability to engage in critical thinking
- It requires students to express their ideas in writing
- It also requires the students to construct an answer from memory
- It typically does not take a great deal of time to construct

Limitations of the Essay Type Questions

- It is not suitable to all types of material
- It depends on a student's ability to communicate well in writing
- It takes more time to score essay items

Objective type and its attributes

- The item can be answered by a few words, a phrase or a sentence
- The correct answer to this item requires a single or very limited set of responses
- The items are worded somewhat differently
- The items are designed to make scoring efficient

Box 9: Example of an Objective type test item

Objective: the students will be able to apply the principle of friction

Item: it is easier to slide a piece of furniture over a smooth wooden floor. It is due to the effect of _____.

Scoring: For correct answer, one mark will be given.

Answer key: Friction

Advantages of the Objective Type Questions

- ✓ It is relatively easy to construct as per the knowledge and comprehension objectives (recall and recognition)
- ✓ It is easy to score
- ✓ It requires students to supply the answer
- ✓ Guessing helps to answer the item

Limitations of the Objective Type Questions

- ✓ It is different for measuring higher level cognitive skills
- ✓ The items can be somewhat ambiguous

Teacher made and standardized Test

Achievement test which is applied for class room tests is known as Teacher made test. It is prepared by the class room teacher. On the other hand, standardized tests constructed by professionals in educational measurement.

Box 10: Difference between Teacher made and Standardized Test

Teacher made test	Standardized Test
It is more specific to a particular teacher, class room and unit of instruction	It is generalised to all with respect to classroom instruction
It reflects the current educational objectives of a particular school or teacher	It is built around a core of educational objectives common to many different schools
It is concerned with factual knowledge	It is much more concerned with understanding and thinking process
It is less reliable	It is more reliable and have norms
It has no scope for comparing the individual results	It is used in comparing individuals for evaluating different curricula
However teacher made tests and standardized tests are complementary rather than opposing methods of evaluating achievements	

Types of standardized Achievement tests

Some of types are discussed below

1. Survey test Batteries

A set of subject matter tests designed for particular grade levels is survey test battery. It is administered to determine an individual's general standing in various subjects rather than his or her specific strengths and weaknesses.

2. Prognostic tests

Prognostic tests contain a wider variety of items than survey achievement tests in the same subject. These are designed to predict achievement in some specific school subjects. For example, the purpose of a reading-readiness test administered to a first grader is to predict whether the child is prepared to take advantage sufficiently from instruction in reading

Box 11: How to select a standardized test

- ✓ The content that matches the instructional objectives of the particular class, school, school system
- ✓ Level of knowledge or ability of the examinees
- ✓ Reasons for testing
- ✓ In which the scores are to be used

Box 12: General Characteristics of Standardized Tests

- A standardized test requires a team of experts and may take a longer period to develop
- It is both technologically and methodologically very sophisticated
- These tests are often able to obtain much higher reliability and validity than class room tests
- It needs to be developed with pilot testing
- These tests can be interpreted as either norm referenced or as criterion referenced
- Specific directions are followed in order to administer these tests

Summative and Formative Evaluation

An achievement test administered at the end of an instructional unit or course to determine to what extent the objectives have been realized is referred to as summative evaluation

In contrast to summative evaluation, Formative evaluation is to help both students and teachers focusing on the learning experiences needed to have mastery over the subject.

Box 13: Contrast between Formative and Summative Evaluation

Formative Evaluation	Summative Evaluation
The purpose is to check the progress of instruction/learning	The purpose is to know to what extent the instructional objectives are achieved.
It is done during instruction	It is done at the end of instruction
It is continuous	It is comprehensive
Testing is ongoing and integral part of instruction	Testing is an end to the instruction
It is used for feedback	It is used for promotion

Norm-Referenced and Criterion-Referenced measurement

A person's score on a norm referenced test is interpreted by comparing it with the distribution of scores of a particular norm group

In contrast, a person's score on a criterion-referenced test is interpreted by comparing it with an established criterion of effective performance.

Box 14: Contrast between Norm-Referenced and Criterion-Referenced measurement

Norm-Referenced measurement	Criterion-Referenced measurement
NRT is typically broader	CRT is narrower
It contains more complex tasks	It contains simple tasks
Individual difference in scores on a CRT is tend to be greater	Individual difference in scores on a CRT is minimum
How one's performance compares with that of other students are determined with NRT	How much material a student has learned is the condition of CRT
More clearly, a particular achievement test can function in both ways	

Box 15: Characteristics of good Achievement Test

- **Reliability** with 0.8 and 0.9 high coefficients is desirable
- A parallel form coefficient is preferable to test-retest or internal-consistency coefficient
- **Content validity** must be obtained by comparing the content of the test with the objectives of the instructional programme
- **Predictive validity** is also important to obtain evidence of its validity
- **Norms** like age, geographical region, socio-economic status should be considered

7. Diagnostic Test

Diagnostic Test is a specialized form of test. It is designed to be administered to students who are facing problems and difficulties in one of the skill areas. The intention is to identify misconceptions with which the student might be having difficulty. It requires a considerable amount of training and is usually administered by an educational specialist.

An Example of Diagnostic Assessment

Ramesh is struggling in all subject areas. He is good student and therefore his teacher believes it is a reading disability. So, the teacher gives him multiple reading evaluations to assess where the problem lies.

Purpose of diagnostic test

The main purposes of diagnostic test are as follows:

1. It has the function of identifying specific difficulties in learning a subject.
2. It yields scores on each of several sub skills
3. It contains a greater variety of items and usually takes longer to administer than a survey
4. It involves special apparatus/tool

Steps of diagnosis in a classroom setting

Diagnostic testing should be used not only at the starting of the academic year, but also at regular intervals throughout the year. This helps the teacher to identify the strength and weaknesses in teaching-learning process. Using a diagnostic test, a teacher can assess understanding of the concepts. Therefore, diagnostic testing requires a systematic planning. The following steps are used in this testing procedure.

- 1) Assess the understanding of the concepts
- 2) Analyze the assessment results to identify the difficulties/misconceptions
- 3) Plan and instruct based on their misconceptions
- 4) Reflect the instructional activities
- 5) Share the result to counter the weaknesses

Box 16: Example of diagnostic test in Mathematics

- ✓ The items on diagnostic tests of arithmetic are based on an analysis of skills and errors in the subject
- ✓ Knowledge and skills required for applications involving numeration, Fractions, Algebra, Geometry are tapped by those tests
- ✓ Stanford Diagnostic Mathematics Test is one of such test
- ✓ It may be a group test or individual test designed to diagnose specific strengths and weaknesses in basic mathematical concepts and operations

Advantages

Diagnostic testing is beneficial for both students and teachers. These are as follows

- ✓ Teacher understands the need of the students
- ✓ It promotes self-learning
- ✓ It enhances pupil-teacher interaction to attain learning goals
- ✓ It helps to understand the strength and weaknesses of each student
- ✓ It helps to take remedial measures at right time
- ✓ It facilitates giving feedback to the students

8. Summary

Anecdotal Record describes the actions of an individual, the reactions of the other children involved and the responses of the former to these reactions. The postures, gestures, voice qualities and even facial expressions of individuals are studied to understand the individual's feelings and emotions. Hence, it is equally a useful tool for guidance and counselling.

Cumulative Record can be described as a method for recording, filling and using information essential to the guidance of students those who are in the school. It is maintained by the school teacher or counsellor. It is necessary to up-date the list of information through which one can get clear picture about the progress of student's growth, his past records and present position of achievements. It will help the students in regard to choose a course, opt a vocation, and decide to solve various problems.

Measurement techniques that allow for the gathering of social information for within an intact peer group such as students within a class room, social status, popularity, interpersonal relations, social acceptance or rejection, social dynamics of students is known as Stoichiometry. It will help to a teacher, administrator and counsellor to study students' social behavior in different situations. Behaviors particularly adjustment, mental health, personality and inter personal relationship which are necessary for the growth and development of the child are inferred from this assessment procedure.

An interview yields some data of one's behavior as well as provides information on what a person says. The interviewee's non-verbal behavior including body postures, gestures, eye movements and the quality and pattern of speech is important and it is noted. The interaction between interviewer and the interviewee is based to accomplish a goal. Planning an interview starts with a statement of the problem and moves through the identification of themes to produce more detailed set of questions. This ensures the relevance of topics as per the objectives of the interview. The resulting information consists of details of the interviewee's background and data concerning feelings, attitudes and perceptions. Interview is question answer situation. It is dynamic and two-way interchange. It requires skill. So, it is both an art and a science.

Achievement tests measure knowledge of facts, comprehensions and higher order thinking skills. These tests can also be used to evaluate students for purposes of grade assignment, promotion, placement, and diagnosis of learning difficulties, determination of readiness to learn and evaluation of teaching effectiveness. Achievement testing is used to evaluate the process of education (formative) or focused on the end product of education (summative). It can also be criterion-referenced in that comparisons (How well?) and comparison of one's score with standardisation group. Selecting a standardised achievement test is based on the right type of content, cost, time for administration, scoring procedures, reliability and validity.

Continuous assessment for learning provides a clear path to identify the errors in the learning process. It directs both theoretical and practical guidance for the development of diagnostic tests. Constructive feedback provided by diagnostic can be used to improve the teaching-learning scenario. Diagnostic tests and remedial measures according to that result improve class room teaching and learning.

Quadrant-III - (Learn More / Web Resources / Supplementary Materials):**References**

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Quadrant-IV: (Self-Assessment)

Description: In self-assessment Question No. 1 to 11 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives

Q1. A group of sub test on the same norm of a standardized test is called __?

- a) Sub test b) norm group c) Battery d) grade equivalent

Q2. A standardized achievement test battery is most useful for

- a) Assigning division at the end of the year b) comparing student's achievement in mathematics and reading c) identifying a specific type of error of a student d) Achieving mastery of a unit

Q3. A teacher made test may be preferred over a standardized test when a teacher made test

- a) Assesses the classroom b) favors local norms c) more reliable than other tests d) requires less time to score

Q4. Feedback is useful for which type of assessment

- a) Aptitude test b) diagnostic test c) achievement test d) All of these

Q5. Which of the following is not an interview question?

- a) What is your weakness?
b) What is your academic qualification? c) What is your goal in life? d) How your work gives satisfaction to you?

Q6. The final stage in the interview process is

- a) The handshake b) The negotiation c) The –thank you-note d) Follow up

Q7. Structured interview is also called as

- a) Directive interview b) Non-directive interview c) Both a and b d) Open ended interview

Q8. A technique used for obtaining information from person verbally is called

- a) Interview b) Questionnaire c) All of these d) None of these

Q9. In group interview questions are being asked from interviewee known as

- a) Panel interview b) public interview c) mass interview d) None of these

Q10. For a sociogram, what should be the expected data base?

- a) What is your name? b) Who are your three best friends in this group? c) When do you pass the post-graduation? d) All of these

Q11. Match 'A' with 'B'

A	B
<ul style="list-style-type: none"><li data-bbox="183 163 478 197">• Diagnostic test<li data-bbox="183 235 513 268">• Achievement test	<ol style="list-style-type: none"><li data-bbox="558 163 1428 235">1. Measures what students learned over a period of time in a specific subject area<li data-bbox="558 268 1300 302">2. Predicts what students will be able to learn<li data-bbox="558 336 1428 407">3. Identifies a specific area where students find a difficulty