D.B.M.S. College of Education
(Recognised by National Council for Teacher Education)
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NAAC ACCREDITED

2.4.4

STUDENTS ARE ENABLED TO EVOLVE THE FOLLOWING TOOLS OF ASSESSMENT FOR LEARNING SUITED TO THE KINDS OF LEARNING ENGAGEMENT PROVIDED TO LEARNERS, AND TO ANALYSE AS WELL AS INTERPRET RESPONSES

1. TEACHER MADE WRITTEN TESTS ESSENTIALLY BASED ON SUBJECT CONTENT
2. OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES
3. PERFORMANCE TESTS
4. ORAL ASSESSMENT
5. RATING SCALES

2.4.4D ANY OTHER RELEVANT INFORMATION

D. B. M. S. COLLEGE OF EDUCATION

SARDAR MADHO SINGH MEMORIAL GIRLS HIGH SCHOOL,SOUTH PARK,BISTUPUR



SUBMITTED TO:-

Mrs. PAMELA GHOSH DUTTA.

(Assistant professor)

18/05/2025

SUBMITTED BY:-

BHAWANA SHARMA

Roll No-20

Method-Bio. Sci.

Sesssion-2023-3025

B.Ed - SEM - III

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Acknowledgement

I would like to express my special thanks of gratitude to my teacher "Mrs Pamela Ghosh Dutta" and our principal "Dr. Joohi Samarpita" who gave me the golden opportunity to do this wonderful project on the topic "ACHIEVEMENT TEST" which also helped me in doing a lot of research and I came to know about so many new things. I am really thankful to them.

Secondly, I would also like to thank my parents and friends who helped me a lot in finalizing this project within time frame.

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Introduction

Achievement tests are employed for measuring the amount of success or achievement of individual in a specific field or area of accomplishment. In the school situations an achievement test is used as a tool for measuring the nature and extent of student's learning in a particular subject or a group of subjects. How far a particular student has been able to learn and acquire or has been benefited from the learning experiences given to him is ascertained with the help of these tests.

Thus, achievement test is essentially a tool or device of measurement that helps in ascertaining quantity and quality of learning attained in a subject of study or group of subjects after a period of instruction by measuring the present ability of the individual concerned. Some illustrations regarding achievement test are :—

- Improving skills in handling apparatus
- Increasing knowledge, such as learning the different parts of an optical instrument
- Increasing understanding, such as the prediction of outcomes under a given set of conditions.

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Definition Of Achievement Test

According to Downie, any test that measures the attainments or accomplishments of an individual after a period of training or learning is called an Achievement test.

Groulund says that, a systematic procedure for determining the amount a student has learned through instructions.

An achievment test is essentially a tool or device of measurement that helps in ascertaining quantity and quality of learning attained in a subject of study or group of subjects after a period of instruction by measuring the present ability of the individual concerned.

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Purpose Of Achievement Test

The main Purpose of Achievement Test :—

1. Measure student learning

It checks how much the student has learned about from the lessons taught.

Helps assess whether educational objectives have been achieved.

2. Evaluate Teaching Effectiveness

Gives feedback to teachers on how well their teaching methods are working.

Helps identify areas of improvement in teaching.

3. Diagnose Strengths and Weaknesses

Helps in identifying individual student strengths and areas needing remediation.

Useful for personalized instructions or remedial teaching.

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4. Provide Grades or Certifications

Often used to assign grades or ranks to students.
May serve as a basis for promotion to the next level or class.

5. Guide Curriculum Planning

Results inform educators and administrators about the effectiveness of the curriculum.
May lead to changes or improvements in course content.

6. Motivate Students

Encourages students to review and reinforce what they've learned.
Boosts their confidence when they perform well.

7. Supports Educational Research and Policy

Achievement data can be used for research and shaping educational policies.

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Characteristics Of Good Test

An achievement test is a mechanism for assessing educational outcomes and evaluating learners' progress.

- **VALIDITY :**

The test must accurately measure what it intends to assess. For an achievement test, this means it should accurately assess the student's knowledge, understanding and skills based on the curriculum or learning objectives.

- **RELIABILITY :**

The test should give consistent results over time and with different groups.
A reliable test avoids random errors and fluctuation.

- **OBJECTIVITY :**

Scoring should not be influenced by personal bias or subjective judgement.
Objective-type questions like MCQs help achieve this. It has clear marking schemes and answer keys, especially for multiple-choices or short-answer questions, making it fair and unbiased for all students.

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- **USABILITY:**

Usability refers to the practicality and convenience of the test. A usable achievement test is easy to administer, time-efficient, cost-effective, and simple to score. It should not be too lengthy or difficult to conduct, and it should be accessible to all students, including those with special needs if necessary.

- **TIME EFFICIENCY:**

The good test respects the available time and ensures students can complete it comfortably within the given duration. It should not be too long or too short, avoiding stress or unnecessary time pressure.

- **CLARITY:**

Test questions and instructions should be clear, concise, and free from ambiguity. Students should easily understand what is being asked without confusion or misinterpretation.

- **DIFFICULTY LEVEL:**

The test should include a mix of easy, moderate and difficult questions to evaluate all levels of learners. This helps in distinguishing between students with varying degrees of understanding.

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Function Of Achievement Test

1. **MEASUREMENT OF ACADEMIC PROGRESS :**
An achievement test assesses how well students have understood the concepts taught in a specific time frame. It provides a clear picture of their academic progress.

2. **EVALUATION OF TEACHING EFFECTIVENESS :**
These tests help teachers evaluate whether their teaching methods and materials are effective. If many students perform poorly on certain sections, the teacher may need to re-teach or adjust the strategy.

3. **DIAGNOSIS OF LEARNING DIFFICULTIES :**
Achievement Test help in identifying students who are struggling with specific topics or skills. This can be guide teachers to provide remedial support or differentiated instruction.

4. **MOTIVATING STUDENTS :**
Knowing that their learning will be assessed encourages students to study regularly and take their learning seriously, thus improving discipline and engagement.

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5. **GUIDANCE AND COUNSELING :**
Counselors can use test results to advise students about suitable academic streams or career choices, based on their strengths and weaknesses.

6. **CURRICULUM IMPROVEMENT :**
Analysis of test results can reveal which parts of the syllabus and not well understood by students, helping curriculum developers make necessary adjustments.

7. **STANDARDIZED COMPARISON :**
In large-scale exams, achievement tests are used to compare performance across schools, regions or even countries.

8. **GRADING AND PROMOTION :**
They are used as a basis for assigning grades and deciding whether a student is ready to move to the next level or class.

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TYPES OF TESTS

1. STANDARDISED TESTS

Standardized tests are designed to measure student knowledge, skills and abilities using a uniform set of questions and scoring methods.

2. DIAGNOSTIC TEST

These tests are administered at the beginning of a course unit or topic to identify student's prior knowledge and skill, helping teachers tailer instruction to meet specific learning needs.

3. TEACHER - MADE TEST

Assessments designed to assess student knowledge and skills in specific areas.

4. FORMATIVE TEST

Formative Tests are the types of tests in education that are used or given to learners process to demonstrate that the students have understood the course.

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5. SUMMATIVE TESTS :

These are tests used at the end of the year material to assess how much knowledge students have acquired and how much they known or can do.

6. OBJECTIVE TEST :

An objective type test uses questions with predetermined correct answers that can be easily and consistently scored. These tests are often multiple choice, True / False, or Matching and they minimize subjectivity in scoring.

7. ORAL TYPE TEST :

An oral type test, also known as an oral exam is a form of assessment where students demonstrate their knowledge and understanding by answering questions or discussing topics verbally, rather than in writing.

8. WRITTEN TEST :

A written examination is used to assess student's knowledge, skills and abilities. It can be administered on paper or computer and is divided into parts - covering different areas.

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Steps Of Achievement Test

i) **PLANNING THE TEST :**

Define objectives, determine content, identify target audience, decides on format and length.

ii) **PREPARING THE TEST DESIGN :**

Weightage to objectives, weightage to content, question formats difficulty levels.

iii) **PREPARING THE BLUE PRINT :**

Mapping objectives to content, specifying question types, allocating marks.

iv) **WRITING AND ARRANGEMENT TEST ITEMS :**

Write clear and concise questions, reflect objectives and content consider difficulty levels.

v) **DEVELOPING SCORING KEYS AND MARKING :**

Scoring keys for objective questions, marking schemas for subjective questions.

vi) **ANALYZING QUESTIONS :**

Content analysis, question analysis, time analysis.

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Blueprint

- The blueprint is a three-dimensional chart giving the placement of the objectives, content and form of questions.
- It is a detailed plan of action or outline in a Technical form.
- A blueprint of test and examination is also known as the test specification which provides the examination strategy of an institution at a glance.
- It is in the form of matrices, that means tabular form.
- It was first used in construction and industry.
- Later it was used in car modelling, animation etc.
- Basically, it is used in those areas where people need a detailed plan of action before execution.
- It is also used in education by teachers, researchers administrators etc.

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Features Of Blue print

It is particularly in the content of preparing question paper or achievement tests that ensures a systematic coverage of content and learning objectives.

1. CONTENT COVERAGE -
It ensures all topics or units from the syllabus are covered according to their importance and weightage.

2. WEIGHTAGE DISTRIBUTION -
Distributes marks appropriately among different content areas and cognitive levels.

3. BALANCED QUESTION TYPES -
Includes a variety of question formats as per learning objectives.

4. TIME MANAGEMENT -
Helps in planning the duration of the test according to the type and number of questions.

5. LEARNING OBJECTIVES ALIGNMENT -
Questions are designed to match different learning levels : knowledge, comprehension, application, analysis, synthesis and evaluation.

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Purpose Of Blue Print

- **Ensures Balanced Coverage of Syllabus –**
It helps in covering all the important topics and subtopics proportionately, avoiding overemphasis or neglect of any part of the curriculum.

- **Aligns Assessment with Learning Objectives –**
It ensures that the questions in the test are aligned with the intended learning outcomes.

- **Maintaining Objectivity and Fairness –**
It also satisfies the educational objectives of Bloom's taxonomy.

- **Measuring tools –**
It provide measurement tools for assessing the items, weighting the representative columns of the learning objective.

- **Supports Valid and Reliable Assessment –**
It provide assessment for content validity & Reliability.

- **Improves Test Quality –**
Leads to well-structured question papers that are comprehensive clear, and balanced in terms of content and difficulty.

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GUIDELINES TO PREPARE BLUEPRINT

1. CONTENT ANALYSIS

- The first step involves a thorough analysis of the syllabus or curriculum.
- Breakdown the subject into units, chapters or key topics.
- Identify the weightage or importance of each topic in the curriculum.

2. DETERMINATION OF LEARNING OBJECTIVES

- Define what students are expected to learn under each topic.
- Learning objective is based on Bloom's taxonomy
  - Knowledge (recall of facts)
  - Understanding (grasping meaning)
  - Application (use of knowledge in new situation)
  - Skill (practical skill)

3. DETERMINATION OF NO. OF ITEMS FOR EACH TOPIC BASED ON LEARNING OBJECTIVES

- Decide how many questions (test items) are needed for each topic and objective.
- Distribute marks and number of questions according to the importance of the topic and learning outcome.
- Ensure balanced representation from all content areas and objectives.

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4. DETERMINING THE TYPES OF QUESTIONS :

- Choose suitable question types (e.g. multiple choice, short answer, long answer) for each objective and topic.
- Ensure variety in question formats to assess different levels of learning.
- Match questions types with cognitive levels (e.g. short answers for understanding, long answers for application / analysis).

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PLANNING OF ACHIEVEMENT TEST

Here I, the teacher designing an achievement test for class IX, where the subject is Biological science.

The content is the chapter on The Fundamental Unit of Life and Tissue.

The objective is to achieve the student's understanding of the

- To understand the fundamental concept of cell, its structure and function
- To identify various cell organelles and explain their function.
- To understand the definition, types, structure and function of tissue.

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WEIGHTAGE TABLES

TABLE A : Weightage To Objectives

S.No.	OBJECTIVE	MARKS	PERCENTAGE
1.	Knowledge	10	25%
2.	Understanding	16	40%
3.	Application	10	25%
4.	Skill	04	10%
	Total	40	100%

TABLE B : Weightage To Content

S.NO	CONTENTS	MARKS	PERCENTAGE
1.	The Fundamental Unit of life	19	47.5
1.1	Structure and function	07	
1.2	Cell Organelles	08	
1.3	Plant cell and Animal cell	04	
2.	Tissue	21	52.5
2.1	Plant Tissue	07	
2.2	Animal Tissue	14	
	TOTAL	40	100.0

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TABLE - C : Weightage To Form Of Question

SL	FORM OF QUESTION	NO. OF QUESTION	MARKS	PERCENTAGE
1.	Objectives	10	1 x 10	25
2.	Short answers	04	4 x 4	40
3.	Essay Types	02	2 x 7	35
	TOTAL	16	40	100

TABLE - D : Allotment Of Time And Word Limit

SL	FORM OF QUESTION	MARKS	EXPECTED LENGTH	EXPECTED TIME
1.	Objectives	10	1 - 2 words	20 minutes
2.	Short Answers	16	40 - 50 words	40 minutes
3.	Essay Types	14	80 - 100 words	30 minutes
	Total	40		90 minutes

TABLE - E : Weightage To Difficulty Level

SL	DIFFICULTY LEVEL	WEIGHTAGE	PERCENTAGE
1.	Easy	12	30 %
2.	Average	20	50 %
3.	Hard	08	20 %
	Total	40	100

TABLE OF SPECIFICATION

	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL MARKS			GRAND TOTAL
S.L	O	SA	E	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
1																(19)
1.1	2*(1)					1*(5)							2		5	7
1.2	1*(1)	1X(4)		1X(1)								1*(2)	2	4	2	8
1.3					1*(4)									4		4
2																(21)
2.1	1*(1)			1*(1)	1*(4)		1*(1)						3	4		7
2.2	2*(1)			1*(1)				1*(4)	1*(5)			1*(2)	3	4	7	14
	6	4		3	8	5	1	4	5			4				40
TOTAL	10			16			10			4			40			40

BLUEPRINT

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PREPARATION OF QUESTION PAPER

SUBJECT - BIOLOGY
CLASS - IX

TIME - 1 hour 30 min
FULL MARKS - 40

(All Questions are compulsory)

SECTION- A (OBJECTIVE TYPE QUESTIONS) (10)

1. Multiple choice Question : (1 x 5 = 5)

(i) The Outer boundary of a cell is called :
(a) Cytoplasm (b) Plasma membrane (c) Cell wall (d) Nucleus

(ii) Which tissue provides mechanical support to plant ?
(a) Parenchyma (b) Collenchyma (c) Xylem (d) Phloem

(iii) Which Organelles is responsible for packaging materials ?
(a) Mitochondria (b) Golgi apparatus (c) Ribosome (d) Lysosome

(iv) Which tissue is responsible for transmission of messages ?
(a) Epithelial (b) Connective (c) Muscular (d) Nervous

(v) Which of the following is a simple permanent tissue ?
(a) Parenchyma (b) Xylem (c) Phloem (d) None of these

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2. Fill in the Blanks : (1 X 5 = 5)

1. _____ is the structural and functional unit of life.
2. _____ is known as the powerhouse of the cell.
3. _____ connects bone to bone.
4. _____ tissue is responsible for movement in the body.
5. _____ tissue helps in the transportation of water in plants

SECTION - B (SHORT ANSWER QUESTIONS) (9 X 4 = 16)

3. Write four functions of the plasma membrane.
4. Differentiate between Plant and animal cell.
5. Write any four difference between Xylem and Phloem.
6. What are the functions of epithelial tissue ? Give examples.

SECTION - C (ESSAY TYPE QUESTIONS) (2 X 7 = 14)

7. Draw a well labelled diagram of a plant cell and explain the function of any four organelles.
8. Write the differences between prokaryotic and Eukaryotic cells.

9. Explain different types of connective tissues in humans with examples
10. Draw a labelled diagram of nervous tissue.

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PREPARATION OF ANSWER KEYS

1. Multiple choice questions :

i) (b) Plasma membrane
ii) (b) Collenchyma
iii) (b) Golgi apparatus
iv) (d) Neurons
v) (a) Parenchyma

2. Fill in the Blanks :

1. cell
2. Mitochondria
3. Pigaments
4. Muscular tissue
5. Xylem

3. Function of Plasma Membrane :- (i) Selective permeability, (ii) Protects internal components, (iii) Maintains homeostasis, (iv) Transport of substances.

4. Plant cell - • have a cell wall and Chloroplasts
• They are rectangular or
• large vacuoles

Animal Cell • Do not have cell wall and chloroplasts
• Rounded
• Small vacuoles

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5. Xylem - · Transports water
· Dead tissue
· has vessels
· provides mechanical support

Phloem · Transports food
· living cells
· has sieve tubes
· doesn't provide mechanical support

6. Epithelial tissues form the outer layer of organs, protect body surfaces, involved in absorption, secretion and filtration.

7 (i) Diagram should include - Cell wall, nucleus, cytoplasm, mitochondria, chloroplasts, Golgi body, Ribosome
Functions - Nucleus (controls cell), Mitochondria (produces energy) Chloroplast (photosynthesis), Ribosome (protein synthesis)

(ii) Prokaryotic - no true nucleus, small, no membrane bound organelles
Eukaryotic - true nucleus, larger, organelles present.

8 (i) Connective Tissue - Bone (support), Cartilage (flexibility) ligaments - (connect bones), Tendons (connects muscles & bone) Blood transport.

(ii) Diagram of any one - Axon, Cyton, Nucleus, dendrite, Myelin Sheath, Cell body, Schwann Cell Axon terminal.

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MEASURES OF CENTRAL TENDENCY

[MEAN ; MEDIAN , MODE]

MEAN

CLASS-INTERVAL	Frequency (f)	mid point (x)	$d = x - a$	f.d.
6 – 10	2	8	– 3	– 6
11 – 15	9	13	– 2	– 18
16 – 20	13	18	– 1	– 13
21 – 25	11	23 (a)	0	0
26 – 30	11	28	1	11
31 – 35	1	33	2	2
36 – 40	3	38	3	9
TOTAL	N = 50			$\Sigma f.d.$ – 15.

$$\text{Mean} = a + \left(\frac{\Sigma f.d}{N}\right) \times i$$

$$= 23 + \left(\frac{-15}{50}\right) \times 5$$

$$= 23 - 7.5$$

$$\boxed{\text{Mean} = 21.5}$$

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MEDIAN

Class interval	frequency	Cumulative f
6 - 10	2	2
11 - 15	9	11
16 - 20	13	24 (F)
21 - 25	11 (f)	35
26 - 30	11	46
31 - 35	1	47
36 - 40	3	50
TOTAL	N = 50	

$\frac{N}{2} = \frac{50}{2} = 25$

$l = 21 - 0.5$
$= 20.5$

$$\text{Median} = l + \left(\frac{\frac{N}{2} - F}{f}\right) \times i$$

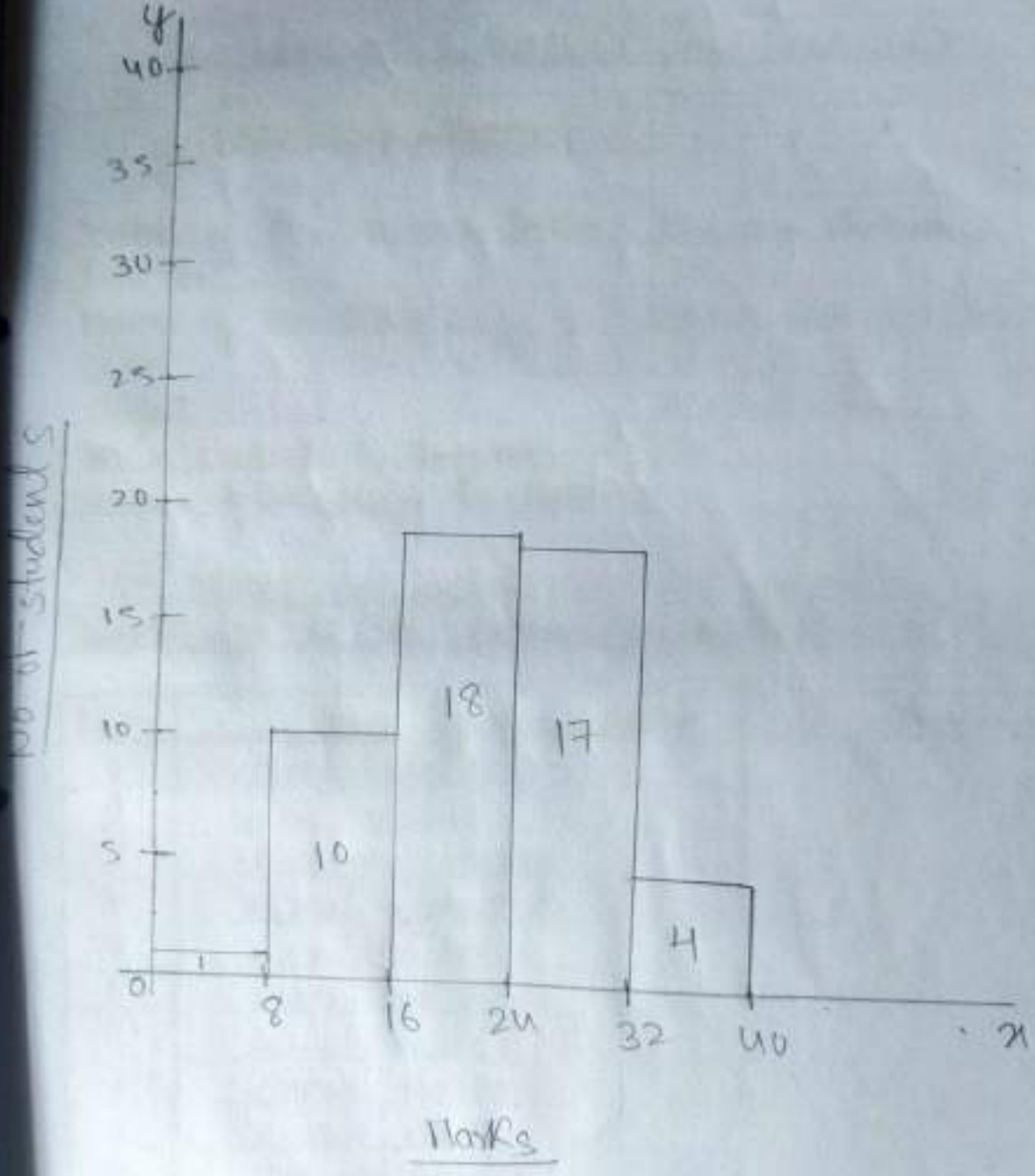
$$= 20.5 + \left(\frac{25 - 24}{11}\right) \times 5$$

$$= 20.5 + \frac{5}{11}$$

$$= 20.5 + 0.45$$

$$\boxed{\text{Median} = 20.05}$$

Histogram Graph



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DIVERSIFIED NEEDS OF THE LEARNERS

I. BASIC INFORMATION

Name of the Teacher Trainee : Bhawana Sharma
Roll No. : 20
Name of the School : S.M.S.M Girls High School
Class : IX
Subject : Biological Science
No. of students in the class : 50
Source of categorizing the student :

II. PROCESS OF CATEGORISING THE STUDENTS MARK LIST IN THE RESPECTIVE SUBJECT

S.NO.	Name of the Students	Marks
1	GUDIYA MUKHI	24
2	NEHA PADEYA	16
3	SANJANA KUMARI	28
4	BABLI KUMARI	20
5	MEGHA BISWAS	30
6	SASTY RAY	20
7	ASHA MUKHI	16
8	SALONI HANSDA	40
9	KHUSHI KUMARI	28
10	SUSHMA HANSDA	30
11	NANDINI NAYAK	28

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S.No.	Name of the Students	Marks
12	MADHURI KUMARI	24
13	KALPANA KUMARI	40
14	WARSHA KAUR	24
15	NISHA KUMARI	24
16	PRIYA KUMARI	26
17	PAYAL KUMARI	20
18	VANDANA KUMARI	22
19	KUMARI NANDINI HANSDA	22
20	KHUSHBU SARDAR	20
21	MANISHA KUMARI	28
22	POONAM SOREN	24
23	ARIBA PERVEEN	20
24	LAXMI KUMARI	14
25	PAYAL SOREN	14
26	FARJANA PERWEEN	32
27	SAHANA	22
28	ALISHA PERVEEN	24
29	MANI JAMUDA	22
30	SAMA PERVEEN	20
31	ANNU BODRA	20
32	ROSHNI KUMARI	26
33	RUPA SOY	20
34	SUKUMATI SAMAD	26
35	RIYA KUMARI	14
36	PUTUL KUMARI	26
37	MALTI MARDI	14

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S.NO.	Name of the Students	Marks
38	SAHANAJ PARWEEN	15
39	DIKSHA KUMARI	38
40	RADHIKA HEMBROM	18
41	KAVITA PATRA	6
42	LAXMI SOY	14
43	VASUNDHARA	14
44	DHANI LOHAR	18
45	RAKHI TIU	22
46	TANUSHREE NANDI	8
47	SIMRAN KUMARI	12
48	SAPNA MARDI	13
49	DURGA KUMARI	17
50	RONI BIRUA	26

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RANK ORDER OF THE STUDENTS

RANK ORDER	Name of the Student	Marks
1	SALONI HANSDA	40
2	KALPANA KUMARI	40
3	DIKSHA KUMARI	38
4	FARJANA PERWEEN	32
5	SUSHMA HANSDA	30
6	MEGHA BISWAS	30
7	KHUSHI KUMARI	28
8	MANISHA KUMARI	28
9	SANJANA KUMARI	28
10	NANDINI NAYAK	28
11	PRIYA KUMARI	26
12	ROSHNI KUMARI	26
13	SUKUMATI SAMAD	26
14	PUTUL KUMARI	26
15	RONI BIRUA	26
16	HARSHA KAUR	24
17	NISHA KUMARI	24
18	POONAM SOREN	24
19	ALISHA PERVEEN	24
20	GUDIYA MUKHI	24
21	MADHURI KUMARI	24
22	VANDANA KUMARI	22
23	KUMARI NANDINI HANSDA	22
24	SAHANA	22

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Rank Order	Name of the Student	Marks
25	MANI JAMUDA	22
26	RAKHI TIU	22
27	BABLI KUMARI	20
28	SASTY RAY	20
29	PAYAL KUMARI	20
30	KHUSHBU SARDAR	20
31	ARIBA PERVEEN	20
32	SAMA PERVEEN	20
33	ANNU BODRA	20
34	RUPA SOY	20
35	DHANI LOHAR	18
36	RADHIKA HEMBROM	18
37	DURGA KUMARI	17
38	ASHA MUKHI	16
39	NEHA PADEYA	16
40	SAHANAJ PARWEEN	15
41	LAXMI KUMARI	14
42	PAYAL SOREN	14
43	RIYA KUMARI	14
44	MALTI MARDI	14
45	LAXMI SOY	14
46	VASUNDHARA	14
47	SAPNA MARDI	13
48	SIMRAN KUMARI	12
49	TANUSHREE NANDI	08
50	KAVITA PATRA	06

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CLASSIFICATION OF STUDENTS

RANGE	NAME OF THE STUDENTS	CATEGORY
FIRST (25%)	SALONI HANSDA KALPANA KUMARI DIKSHA KUMARI FARJANA PERWEEN SUSHMA HANSDA MEGHA BISWAS	"SHINING STARS"
MIDDLE (50%)	KHUSHI KUMARI MANISHA KUMARI SANJANA KUMARI NANDINI NAYAK PRIYA KUMARI ROSHNI KUMARI SUKUMATI SAMAD PUTUL KUMARI RONI BIRUA WARSHA KAUR NISHA KUMARI POONAM SOREN ALISHA PERVEEN GUDIYA MUKHI MADHURI KUMARI VANDANA KUMARI KUMARI NANDINI HANSDA	STARS

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RANGE	NAME OF THE STUDENTS	CATEGORY
	SAHANA	
MIDDLE (50%)	MANI JAMUDA	
	RAKHI TIU	
	BABLI KUMARI	
	SASTY RAY	
	PAYAL KUMARI	
	KHUSHBU SARDAR	
	ARIBA PERVEEN	
	SAMA PERVEEN	'STARS'
	ANNU BODRA	
	RUPA SOY	
	DHANI LOHAR	
	RADHIKA HEMBROM	
	DURGA KUMARI	
	ASHA MUKHI	
	NEHA PADEYA	
	SAHANAJ PARWEEN	
	LAXMI KUMARI	
	PAYAL SOREN	
	RIYA KUMARI	
	MALTI MARDI	
	LAXMI SOY	
	VASUNDHARA	
	SAPNA MARDI	
LAST (25%)	SIMRAN KUMARI	"RISING STARS"
	TANUSHREE NANDI	
	KAVITA PATRA	

III. NEEDS OF RISING STARS

a. ASSESSMENT

S No	ITEM	YES	SOMETIMES	NO
1	I listen the class carefully	✓		
2	I get distracted during my class hours		✓	
3	I am not able to understand the explanation of the teacher			✓
4	I am not able to read my textbook			✓
5	I ask my friends' help if I have any doubts in the subject	✓		
6	I don't have friends in my class			✓
7	I attend the school/class regularly		✓	
8	I take notes in the class	✓		
9	I don't study at home		✓	
10	I am not able to study at home		✓	
11	My homework assignments are easy to do			✓
12	I am given time and space to speak/participate in the class	✓		
13	My teacher employs small group activities in the class	✓		
14	I learn from my friends rather than the teachers		✓	
15	My teacher explains the topic again and again till we understand	✓		
16	My teacher encourages me on my small academic achievement	✓		
17	My teacher explains everything clearly and writes on the blackboard	✓		
18	My school has supervised study even after class hours		✓	
19	My school arrange special classes for slow learners		✓	
20	I am not interested in studies			✓

b. REPORT:

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c. SUGGESTIONS:

IV. NEED OF THE STARS: SAME

V. NEED OF RISING STARS: SAME

VI. CONCLUSION

Topic : _____ Date : _____ Page : _____

SUGGESTIONS

NEED OF THE STARS

- Provide extra classes for concept clarity
- Use visual aids and simple experiments
- Encourage regular homework completion and revision habits.
- Provide individual attention and mentorship to clarify doubts.
- Promote peer learning by pairing.

NEED OF THE RISING STARS

- Arrange daily revision periods.
- Involve parents to ensure home study support and regular attendance.
- Create a reward-based motivation to keep them engaged.

Mahendra

Topic : _____ Date : _____ Page : _____

Conclusion

The achievement test provided valuable insights into students' understanding of science concepts. While many students performed well, a significant no. require additional support. The test helped identify learning gaps, especially, among low scores, enabling teachers to plan remedial classes, and regular practice and encouragement, all students can enhance their academic performance and interest in science

This assessment also highlighted the effectiveness of current teaching methods and the need for continuous evaluation. By using the test results to modify instructional approaches and provide targeted help, teachers can ensure better learning outcomes for every student.

Mahendra
18/05/2025