

Factors Affecting Students Scores of Standardized Tests in Grade Sixth, Seven and Eight-Case Study of the Citizen Foundation Schools

By

ANWAR ZAIB KHAN¹, DR SHAGUFTA SHEHZADI²

¹Scholar, Department of Teacher Education, University of Karachi

²Professor, Department of Special Education, University of Karachi

ABSTRACT

The study is devoted to factors affecting Students scores of standardized tests in grade Sixth, seven and eight. Evidence of the citizen foundation schools. It focuses on Standardized test score of the TCF school students of grade 6th to 8th.

The Researcher conducted a survey by using both qualitative and quantitative method with questionnaire from different students and teachers of TCF schools. This study has two parts theoretically and practically. In the theoretically part factors that effects standardized test and factors those effects and positive and negative effects on teachers and students. The practical part base on research work that conduct meeting to gather information and focuses teachers and student's views about the problem. Most of the students and teachers from TCF schools in Karachi were chosen for this study. Collected the data through questionnaire and correlated the data and most of the teachers and students closely related views about the factors that affects student's results in standardized test.

1.1 INTRODUCTION

Standardized test has some benchmarks to get score to identify learning level of any student. On the bases for this purpose standardized test is made of any subject according to desire outcomes. Standardized test fulfills the requirement of validity and reliability. But when constructing the test classroom teacher are neglected from the process of making standardized test. Which make harder to identify strength and weakness of teaching and learning. Current standardized test practice is weak as compared to classroom test practice which effect academic performance. It is observing that learner perform very well in classroom activities that is formatives assessment.

Key Terms

TCF School

The citizen foundation is the organization / NGO. Which have chain system school about to 1200 throughout the Pakistan. TCF provided quality education in less- privilege areas and promote education in slims areas.

Middle Grade in TCF Schools:

This is the stage of school which comes in between primary and high school. In this grade 6th till 8th grade is focused.

Classroom Test in TCF Schools:

In TCF school classroom test is constructed by subject teachers. There are four types of classroom test which is known as T1, T2, T3 and T4. Each T test have 15 marks. T1 and T2 is constructed which have total 30 marks for the first term. while T3 and T4 is constructed for second term of the academic session.

These tests are checked by subject teachers and the marks are included in total marks of each term.

Standardized Test in TCF Schools:

In TCF school standardized test is constructed for grade 6th to 8th. These test is constructed by subject specialist. Standardized test marks are 70 out of 100. These tests are checked by subject teacher, school principal, and then external paper constructor.

Purpose of The Study

As we know that middle grade provide base of all academic life. Middle grade is the midpoint of education which prepare learner for further study and work to build their strong academic background. It is also a stage to prepare learner for attending or giving different test for admission for academic purpose. My research will help in.

- 1) Improvement of teaching and learning process.
- 2) It will make link between teacher made test and standardized test.
- 3) Importance of classroom teacher in constructing process of standardized test.
- 4) To high light the importance of comprehensive standardized test for the better achievement of student and to motivate them for future.
- 5) Therefore, this research is very significance for student and teachers.

Scope of the Study

Test is the way to identify the weak area of the student and mentally prepare learner to overcome their weakness for further. In TCF school there are various standardize test are conduction to identify the learner performance. For this purpose, test is made to check the classroom teaching and learning practice of the teacher.

It is observing that standardized test pattern is different than classroom test pattern and teacher made test result is better than standardized test. Test should be discriminate high achiever, average and low achiever. Both test should equally discriminate the learner according to their academic performance this research focus on factors that effect on standardized test result and after identification of that factors it will provide some suggestion to overcome those factors for the improvement of academic performance of the student in standardized test for this background as a research these problems are selected.

1.2 Problem of the study

Any test result motivate learner for learning more or demotivate them. There is loop between classroom test and standardized test that “pupil get good score in classroom test rather than standardized test: good result reflects teaching practice while poor result generate question on teaching practice.

1.3 Research Questions.

- Q: Why there is a variation between teachers made test and standardized test.
- Q: Is there is any significance difference in the performance of TCF students who take classroom test and standardized test.
- Q: What measures that can be taken in terms of improving TCF students’ performance in test.

1.4 Objectives of The Study:

- 1) To find out difference between teachers made test and standardized test.
- 2) To find out the significant difference in the performance of TCF students who take classroom test and standardized test.
- 3) To find out the measures that can be taken for improving TCF students' performance in test.

1.5 Hypothesis:

- 1) There is no significant difference of experienced teachers about weak validity characteristics of test.
- 2) There is no significant difference of experienced teachers about weak reliability characteristics of test.
- 3) There is no visible difference in students about validity of test.
- 4) Standardized tests is difficult than classroom test.
- 5) Classroom test and standardized test may be checked by different examiner.

Review of literature

Standardized test is the most concern in the developing of MCQs for conducting exams is the reliability of the test result or score. (Quaigrain & Arhin). The item analysis is the procedures or process of collecting, gathering, summarizing, and applying information from student responses to judge and assess the quality of test items.

Constructing MCQs to assess pupil knowledge comprehensively at the end of term is a critical and complex and time taking process. Constructing objective type test, it is essential to fulfil all the criteria objective types test. Teacher of different level of education prepare, construct, develop and administer different formal teacher made test during throughout the school year.

The grooming and development of student evaluative achievements through method, strategies and activities enables them quality and standards in discipline & a powerful driver of learning oriental assessment (ring Zhan 2015). Assessment with primary base on promoting meaningful pupil-learning processes.

Difficult terminology and vocabulary in item some student place at risk. (Thomas M. haladyna 2002). The MCQs vocabulary should be easy and appropriated and according to the level of student being tested. (Thomas M. haladyna 2002).

According to (Izard 2005) testing provides feedback on which educational decision are made. This decision may be the ones that requires information about the success of learning programmes or about student who have reached particular level of skills and knowledge. A good test should fulfil the criteria validity and reliability. Lack of test developing or constructing skills by teacher may result in false assessment of student.

The content which is deliver by instructor and the content of the test must be related to the course objectives. (William A).

According to Nordin (2002) Testing is official procedure to measure and evaluate the student performance.

Evaluation, assessment and testing procedure in teaching and learning environment are equally important in teaching procession base of evaluation teacher make final decision about the student whether he/she will be promoted or not.

According to Cronbach (1982) Testing is a systematic procedure to observe the behaviour of an individual and elaborate that behaviour with the help of membered scale. Based on student response a measurement is known as mark that will be assign to the individual. (Mohd Sahandri).

There is some hidden aspect in student's life, mentally, physically or situationally, have an effect on student's test score. (Rozon 2013). Standardized test is a backbone of any educational system for a long term period.

According to Rozon (2013) Standardized testing measures a student progress throughout their educational journey. Standardized testing and student achievements result are interconnected and high

test result predict that pupil and gaining knowledge and can best perform in the future. (Rozon 2013).

MCQs assess high level of cognition process of an individual. (Vrunda Kolte 2015).

The educational system in Pakistan in increasing evaluated with external standardize test (Mons, 2014).

The types of test not created by the subject teacher for the class but by some external subjects' specialist. Standardized test is monitor and scored under the same condition and at the same for all the students of the same grade this system is set by the educational expert to achieve to main goals:

Systematic regulation and centralize of learning program and teaching practice. Guideline and supervising the public school system. (kellaghan & Greaney 2015; Mons, 2016).

Standardized testing develops scientific debates. The educational theory and research has demonstrated the benefits of standardized testing. (E. g information, validity, equality and objectivity) but also revealed disadvantages for school system. (E. g demotivation burden of testing, anxiety, stress, frustration of students and teacher score inflation). (Abrams & Mandau 2016; Cizek, 2015).

Standardize test have also some proven effects, which are not always intended or desirable. It can be negative effects on performance (e. g teaching to test, Curriculum alignment, designing pedagogical ways). (Am rein & Berliner2002)

Standardized testing has become a way of life for teacher and students in Pakistan. Many studies have been determining the effect of external test on pupil performance who administer the exams.

RESEARCH METHODOLOGY:

Description of Population:

In first step of the research procedure the population in which all TCF school, teacher and student were included.

Schools	Teacher	Students
-1200	More than 12000.	175,000

Sampling:

Mentioned above population the researcher selected the sample of 16 teachers and 16 students. All the TCF school students, teacher included population. The researcher selected the sample with random sampling in which the 16 teacher and 16 students of two TCF school of Landhi and Binqasim town Karachi.

Research Instrument:

In the beginning the researcher conducted interview in free hand for the research developing tool. The researcher conducted interview further more indicated and separated the main and common factors of interviewee.

The main and common factors was included in questions with the help of guideline of interviewee.so the ordinary research tool was developed.

Procedure:

Pretest:

According to scientific method of research the pre-test is the most important for validity and reliability of the research tool. So researcher pretested 7% of the sample during the pre-test. The researcher asks the respondent if they found any objection in questions, wording or meaningless sentences, so please indicate in written.

There was no objection on ordinary questionnaire so researcher finalized the research tool.

Coding:

1: Strongly agree

2: Agree

3: Neither agrees nor disagrees

4: Strongly disagree

5: disagree

Used the Likert scale.

Collection of the data:

The method is directed collected to respondent. The data collected with questions were subjected to descriptive technique, correlation and graph were used to express count data.

Hypothesis testing

By using the statically, correlation method the data was analyzed by in percentage wise.

Analyzing the data of Teachers:

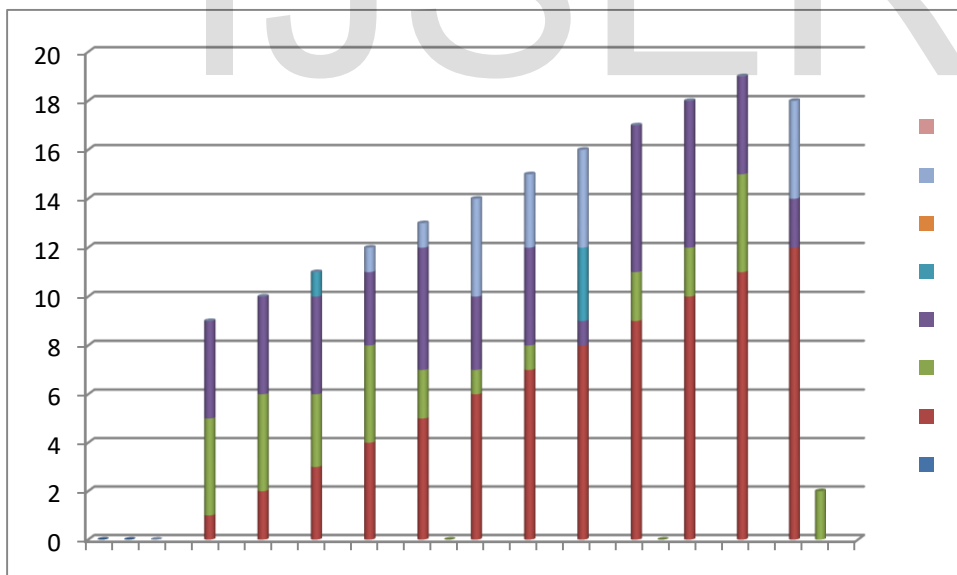
Hypothesis No. 1

“There is no significant difference of experience teachers about weak validity characteristics of test”.

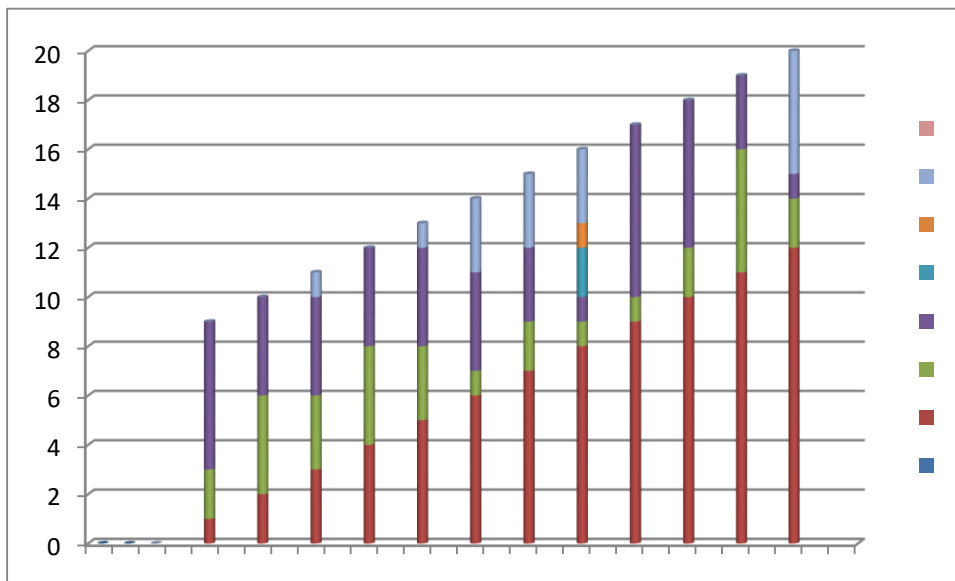
Hypothesis no#1 have correlated according to statically analysis the researcher understood the validity of the test might weak or objectionable. It means that two types of the test internal and external test have different validity of the test, so students felt difficulties. The result might be doubtful therefore the students, teachers and guardians was confused about the standardized test result.

Graph:

5 years above teachers' experience of TCF schools:



5 years below teachers' experience of TCF schools:



Hypothesis No. 2

“There is no significant difference of experience teachers about weak reliability characteristics of test”.

Hypothesis no. 2 also have correlated according to stoical analysis so that the researcher understood that the reliability of the test is so weak. Therefore, the reliability characteristic was not fulfilled the criteria of the test result. it shows the variation between teacher made test and standardized test. therefore, the teacher, students and other stakeholder were confused about the final test result. Therefore, the reliability should be accurate. because there was no reliability between internal test and standardized test. The concept of the reliability of the test must be accurate.

Hypothesis No. 3:

“Standardized test is so difficult than classroom test”.

Acceptance and correlated of hypothesis no#3 the researcher understood that the standardized test was so difficult rather than internal test. there is no coordination between subject teacher and paper constructor of standardized test. The way of teaching and test construct according to ability and psychology of the students. but the standardized test was not constructed according to ability and psychology of the students. the standardized test constructor, construct and develop the test according to experience and ability used their own style.

Hypothesis No. 4

“Classroom test and standardized test may be checked by different examiner”.

The acceptance of the hypothesis number#4 it shows that the correlation. And the researcher thought about that the examiner of both test was different in this way the students result was different and external test.

The different type of examiner has different method of checking. the researcher understood that some examiner checked strictly and some examiner checked normally. There is uninform way of checking so the result of standardized test was low percentage than internally test. Therefore, the students and guardians were confused for the result.

Analyzing the data of Students:

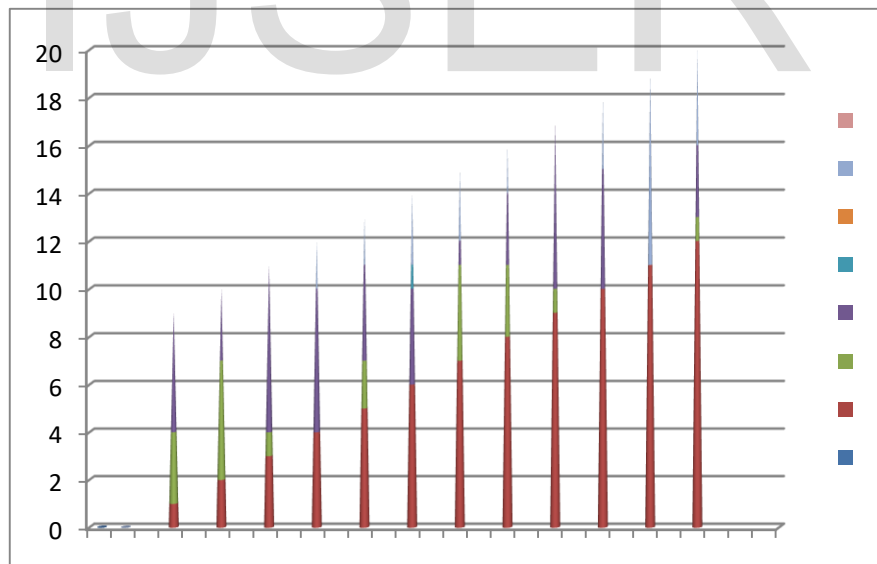
Hypothesis No. 3

“There is no visible difference in students about validity of test”.

In the lights of acceptance of hypothesis no. 1 correlation was showed in statically analysis. the researcher understood weak practice of the validity of the test and the weakness also noted by the students. These practices affected on the pupil result that lead the learner to demotivated and frustration. It shows that the validity criteria of the standardized test are weak and student claimed that it should be valid. Most of the students and stakeholders were doubtful about the final test.

Graph:

Boys of TCF schools Grade 6th to 8th.

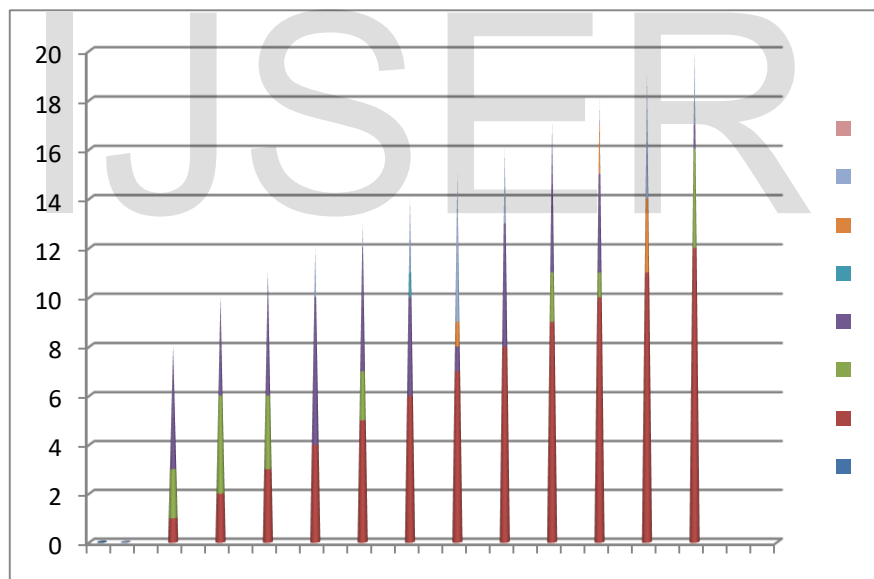


Hypothesis No. 4

“Standardized test is so difficult than classroom test”.

After the acceptance of this hypothesis that researcher understood that there was variation between teacher made test and standardized test. classroom made test was constructed according to students’ ability while standardized test was constructed on the base of designed benchmark of syllabus. Most of the questions of standardized test were confused and base on difficulty level. But classroom test constructed from easy to difficult and according to the students’ competency. These variation and difficulty level in standardized test leads learner toward demotivated.

Graph:



Summary of result:

This Portion Depend on the summaries of the research work. In first portion base on introduction, explanation, objectives, validity justification and importance of research problem chapter no. 2 and second part based upon the summary of literature review.

Methodology:

This research depends on descriptive research. First of all, selected the population of TCF school, teacher and students. then adopted the random sampling method.

There were 32 respondents they were consist of 16 teachers and 16 students.

- 1) Teachers: 8 were having 5 years above experience and remaining 8 were below 5 years' experience.
- 2) Students: 8 were girls and 8 were boys of grade 6th to 8th.

Scientifically developed the research tool first of all collect the interview on topic. then classify the main and common factors. on the base of main and common factors orderly questionnaire was developed. Researcher pre-test ordinary questionnaire then collected the data. In part four analyzed the collected data and tested the hypothesis and took the numerical result.

Result:

In this research developed the three research question and develop the five hypothesis for answer the research questions. In the light of hypothesis constructed 12 questions and it was tested also.

All the hypothesis was accepted through correlation. After the acceptance of hypothesis, the researcher understood that the evaluation system of TCF School and internal and external tests had no connection and it is going in different direction. It was observed that the result of both test shows different procedure of assessment if reflect that there no coordination between class subject teacher and external paper constructor about classroom teaching and learning practice.

Acceptance the hypothesis researcher understands the acceptance of hypothesis the TCF system of evaluation of the students internal and external test are both going to different

direction. The result shows internal and external examination and external examination have different method and procedure of paper and class teacher and external paper construction have no coordination about classroom teaching and learning way.

Summary and Discussion:

This research shows the connection between classroom test and Standardized test. This type of process affect learning environment of the school which confuse the Students. This study identifies the gap between two tests which does not discriminate learner according to their level of learning. there must be a valid and reliable procedure of assessment system.

By this type of weak Practices, the learner does not pay attention which demotivate towards learner.

Classroom is the place of all learning activities teacher must provide. Equity environment to all of learner.

Each test result Should show the actual performance of the learner and identify best work for their Achievement. further Researcher provides some suggestion regarding to this evaluation process which may bring changes in the development of students learning process.

Conclusion

The researcher identifies the gap between teacher made test and standardized test. This research study method test hypothesis in various parameter that provide a valid result to the teachers, students, parents, test constructor, trainer and policy maker. It shows that assessment procedure should be formal way to fulfill all the requirements or standard of the evaluation process. In recommendation most of the point is clearly mention innovation in test construction and test practices. On the base of results, it is mention that both test should be standard direction which

fulfil all the procedure of assessment. After discussion with teacher and student there must be reform in assessment practices which led the student for further 21centry skills. Both test connection will be provided conducive learning environment.

Recommendation

1. Standardized test must be valid.
2. Standardized test should be fulfilling the criteria of validity.
3. Standardized test must construct according to the topic which was taught.
4. Standardized test result must be reliable.
5. Standardized test must discriminate high achiever, average and low achiever.
6. Test should be constructing from easy to difficult.
7. Standardized test should construct after the feedback of the classroom test.
8. Classroom test and standardized test marks must be equally divided.
9. Classroom teaching practices should be considered before construct standardized test.
10. Subject teacher must be involved in standardized test constructing process.
11. First conduct pre-test of standardized test then finalizes the final paper.
12. After the completion of each term there must conduct meeting with subject teachers for the feedback of classroom teaching practices.
13. Allow subject teachers to construct final paper then finalize one standardized paper among them by subject specialist team.
14. Standardized test should be checked through one standardized answer key.
15. Test result must be share with all stakeholders and conduct meeting for result feedback.
16. Instructional decision must be design on the basis of test result.

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