शोध भूमि

शिक्षा एवं शिक्षण शास्त्र विषय की पूर्व समीक्षित शोध पत्रिका

# Development of English Language Achievement Test: A Research Tool for Higher Secondary School Students

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## ABSTRACT

This paper presents the development and validation of an English Language Achievement Test to assess Higher Secondary School Students' proficiency in the subject of English. The test focusing on cognitive domains: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. It spans eleven areas of English grammar on which the dimensions of this tool based i.e.Reading comprehension, articles, noun, pronouns, verbs, prepositions, adjectives, sentence structure, direct and indirect speech, tenses, and voice. The tool aims to get reliable and valid data that contribute to understanding the relationship between students' Personal and Institutional variables and their achievement in the subject of English. This test was constructed using a rigorous process involving Identification of dimensions and drafting initial items, Experts opinion, Pilot Testing. Item analysis and finalization, Structure of the final tool and Standardisation.

**Keywords:** English Language Achievement Test, Higher Secondary School Students

## INTRODUCTION

In educational research, particularly at the higher secondary level, the assessment of students'Achievement in language subjects such as English requires the use of well-constructed tools, Language proficiency is multidimensional and encompasses grammatical knowledge, comprehension ability, and the application of language in practical contexts. Therefore, an assessment tool that reflects these dimensions is necessary to ensure the validity and reliability of the results. The present paper elaborates on the process and rationale behind the constructionof an English Achievement Test, which serves as the core measurement tool for the study titled "A Study of Relationship of Higher Secondary Students' Personal and Institutional Variables with their Achievement in the Subject of English."

In today's educational climate, measuring achievement solely through traditional school examinations may fail to capture the nuanced understanding and applied skills that students' acquire. Hence, the need for a standardized and objective assessment tool rooted in pedagogical theory becomes evident. The present test was developed with a dual purpose: first, to objectively assess students' knowledge and abilities in English based on defined cognitive levels; and second, to enable empirical exploration of factors influencing achievement across diverse educational settings.

## OBJECTIVE OF THE TOOL CONSTRUCTION

To construct and standardize achievement test on the basis of the syllabus of English Grammar of various boards i.e. C.B.S.E Board and U.P. Board) for Higher Secondary School Students.

## CONSTRUCTION OF AN ACHIEVEMENT TEST

1. **Identification of Dimensions and Drafting Initial items**-After thoroughly analysing syllabusof English Grammar of class 10$^{th}$, the researcher divided the

questionnaire into 2 parts, SectionA (Reading Comprehension) and SectionB (Grammar) .These dimensions (Articles, Noun, Pronouns,Verbs,Prepositions,Adjectives, Sentences,Direct and Indirect speech, Tenses and Voice) were selected for Section B.The researcher developed objective type achievement test in which each question has four options out of which only one was correct and others were incorrect. The initial pool of 100 questions were drafted.

2. **Expert Validation**-The draft was presented to experts for their suggestions. As per the suggestions and recommendations of the subject experts. Finally, 92 items were selected for the second draft of the English Language Achievement Test.

3. **Pilot Testing:Try Out of the Second Draft**- The  draft was administered on 200 students of class 11th of UP Board and C.B.S.E Board from different schools. This stage aimed to evaluate difficulty of the questions, ambiguity, and test administration logistics. Students' responses were collected and scoring was done. Lindquist (1970) pointed out that a pre-try out is "the preliminary administration of the tentative deficiencies but with no intention to analyzing pre-try out data for individual items". On the basis of respondent's responses minor changes in some items were done. Ambiguous and confusing items, very simple and very difficult items were identified and restructured with the help of the experts.

4. **Item Analysis:**  Item analysis is crucial because it ensures test quality and effectiveness. It helps in the selection and rejection of the items of the questionnaire. Item analysis includes two key aspects, difficulty index and discrimination index.

i) **Difficulty index-** Difficulty index indicatesthat how hard an item is or the percentage of students answering the item correctly. Difficulty index is the measurement of easiness or difficulty of an item. Easier item represented by higher index. An item with difficulty index 30-70% is considered as moderate difficulty. In relation to the internal consistency or homogeneity, difficulty index between 50-60% is the most reliable. Present study assessed the difficulty value of 92 items of the achievement test in English Language by the method of Kelly.Difficulty index between 30-70% were kept for the final questionnaire by the investigatorusing criteria of 27% higher scores and 27% lower scores.

ii) **Item Discrimination**–Item discrimination is an indicator which shows that an item distinguishes between high and low performers. The higher the discrimination index, the more an item will differentiate between high and low performers. 60 items were finalised for the Achievement Test.

**5.Structure of the Final Tool-**The final tool was drafted with 60 questions under 11 dimensions. Each item was framed in a simple language .All General instructions were mentioned in the beginning of the test.

**4. Scoringand Time duration of the Test**: English Language Achievement test consisted of 60 items in the form of multiple-choice questions. Each item in the test has four options. The examinees have to choose only one correct answer. The scoring of the achievement test was prepared by the investigator. One mark was allotted for each right response .There is no negative marking for incorrect responses. The maximum marks of the test was 60 and the minimum marks was 0. The allotted time for the test is 90 minutes.

**5. Reliability of the Test**: Reliability is to check testability or consistency of the scores are when the test is administered under similar conditions. The researcher used the Split

–Half method to check the reliability. The test items were divided into two equivalent halves, and the scores obtained from both halves were correlated. The correlation coefficient was then corrected using the Spearman–Brown prophecy formula to estimate the full-test reliability. A Split-Half reliability coefficient of 0.82 indicates a high degree of internal consistency. The obtained reliability coefficient indicated a high level of internal consistency, confirming that the test reliably measured students' English Language achievement reliability of the test.

**6. Validity of the Test:** The first draft of the tool was constructed, the item pool was reviewed by a panel of experts, who assessed the questions for accuracy, clarity, and alignment with the higher secondary curriculum. A Content Validity was computed.

**Discussion** -Findings suggests the importance of structured English language exposure in academic success. Bilingual schools, policymakers, and educators may benefits from implementing targeted strategies to provide students in bilingual settings with similar levels of English exposure, helping bridge the language proficiency gap and ensuring that all students have access to high quality English language instructions.

For researchers, the test offers a validated instrument to examine achievement disparities, policy impacts, and the efficacy of language instruction programs. By linking test results with student backgrounds and institutional features, the tool supports data-driven decisions in curriculum design, teacher training, and educational planning.

**CONCLUSION**

The test was prepared for measuring the English Language Achievement of Higher Secondary Students. To validate the tool appropriate statistical techniques and methods were used so that tool can be used to measure the academic achievement of the Higher Secondary Students.

The development of the English Language Achievement Test marks a significant advancement in educational assessment by integrating pedagogical theory with empirical rigor. By covering a broad spectrum of English language topics and  the test moves beyond rote memorization to evaluate students' abilities to understand, interpret, and apply language in meaningful contexts. Its comprehensive structure not only ensures alignment with curricular standards but also enhances its relevance for diverse educational settings. The tool's successful validation and application in the main study affirm its reliability, objectivity, and practical utility in assessing the relationship between Personal and Institutional variables and English Language Achievement among higher secondary students.

This framework strengthens the test's ability to support data-driven insights, enabling educators, researchers, and policymakers to make informed decisions regarding curriculum planning, instructional strategies, and student interventions. Future research could benefit from longitudinal deployment of the tool, cross-regional comparative studies, or digital adaptations for personalized learning environments.

**Acknowledgement**

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