

Chapter 5

Impact of Learning Analytics on the Assessment of a Curriculum-Based Test

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ABSTRACT

The assessment is not limited to only the measurement of memorized awareness; all the way through it, the various abilities of the individual are considered. Such evaluation of abilities is of great significance in obtaining knowledge about the individual's aptitude, interest, capability, and capacity. The evaluation of ability is now done with the help of psychological tests. The different types of psychological tests that are used in measuring intelligence and different types of abilities. It is worth consideration that the psychological tests are constructed on certain general principles and in this connection some specific conditions and characteristics are always kept in mind. In this chapter, the author's aim is to describe these principles and the specific conditions as well as to assess the importance of learning analytics on this platform.

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INTRODUCTION

Implementation of the Learning analytics or now not however psychological test is basically a goal and standardized measure of sample behavior in school or university among the students. In accordance with this definition, the psychological test is similar to the opposite scientific tests to that extent to which the exam of person's conduct is executed on a carefully chosen sample. Thus, psychological test are carried out on the identical foundation because the clinical checks. If a psychologist has to assess the word information of the child or every other potential, he's going to ask the students to give reaction to some carefully chosen words thinking of his overall performance at those obligations. But for proper evaluation and depth, those responsibilities have to be cautiously chosen and ought to be inclusive of that the measurement turns into possible. If it's miles a word-take a look at on which the child has to working then it must be comprehensive tests; moreover it must be organized scientifically on the basis of some critical principles. To prepare them a few unique strategies are hired. This chapter describes the strategies here.

A teacher must not only know how to manage a standardized test but should also have the ability of amplification scores earned on such test to students and their parents. He must know how to interpret different types of scores. Most uniform test scores are reported on profiles developed by the test publisher in terms of some or all of the following grade equivalents, percentile ranks, standard scores, or stanines (Bloxham,S et al. 2008).

It is established by interpreting performance on tests on terms of grade levels.

PERCENTILE RANKS

It is the most widely used score for standardized tests. This score indicates the percentage of student who is at or below the score of a given student. It provides information about relative position. Those students who earn a percentile rank of 90 on a test did better than 90 percent of the students in the particular normative group being used for the test. It did not mean that they got 90 percent questions right. It is not 90 marks out of 100. This fact needs to be explained to the parents and the students. The best approach to explain this score to the parents is probably to emphasize that the percentile rank tells the percentage of cases below the child's score. It may be explained that a child who obtains percentile rank of 75 did better than 75 out of every 100 students who took the test.

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