

DIAGNOSTIC TEST

Diagnose is a verb that means to:

- Identify
- Determine
- Distinguish
- Pinpoint
- Recognize characteristics that are individual peculiar and proper.

What Is Diagnostic Assessment?

Imagine being a teacher in a new classroom. You begin teaching a lesson only to be met with stares of confusion from your students. When you ask the students if they understand what you are teaching, they reply that they have no idea what you're talking about. Now imagine teaching that same class after conducting a pretest to determine what the students already know about the topic. Which scenario sounds preferable? Which would result in a better experience for both the teacher and the students?

START TEACHING THE UNIT

OR

PRE TEST → **ANALYZE THE RESULT** → **MODIFY THE RESULT**

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

Diagnostic

- It is a type of assessment given at the beginning of the instruction. It aims to identify the strengths and weaknesses of the students regarding the topic to be discussed.
- A diagnostic test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning lesson, so that specific efforts could be made to overcome those deficiencies.

NATURE OF DIAGNOSTIC TEST

➤ Thorndike and Hagen (1970) suggested that a diagnostic test should provide a detailed picture of the strengths and Weaknesses of a pupil in a particular area.



➤ Any test that yields more than a single overall score is diagnostic.

➤ Diagnosis has become an essential phase of developing plans of adaptational instruction to individual differences.



Benefits of Diagnostic Assessment

As you may have surmised, diagnostic assessment benefits both the instructor and the students. ***First, it allows teachers to plan meaningful and efficient instruction.*** When a teacher knows exactly what students know or don't know about a topic, she can focus lessons on the topics students still need to learn about rather than what they already know. This cuts down on student frustration and boredom.

Second, it provides information to individualize instruction. It may show a teacher that a small group of students needs additional instruction on a particular portion of a unit or course of study. He can then provide remediation for those students so that they can fully engage with new content. Similarly, if a teacher discovers that a group of students has already mastered a large portion of a unit of study, he can design activities that allow that group to go beyond the standard curriculum for that topic through independent or small group study.

Finally, it creates a baseline for assessing future learning. It shows both the teacher and the students what is known before instruction has occurred. Thus, it sets a baseline on a topic. As the students move through instruction, they can see what they are or aren't learning, and the teacher can provide remediation or enrichment as needed.

Examples of Diagnostic Assessments

Diagnostic [assessments](#) can come in many different forms. A couple of common uses of this tool include unit pretests and diagnostic assessments prior to individual instruction.

One of the simplest and most powerful classroom-level uses of diagnostic assessment is the **unit pretest**, which occurs prior to instruction on a particular unit of study to gather information about what students know about the topic.

Types of diagnostic test

- Pre-tests(on content and abilities)
- Self-assessments(identify skills and competencies)
- Discussion board responses(on content-specific prompts)
- Interviews(brief, private,10-minute interview of each student)

Functions

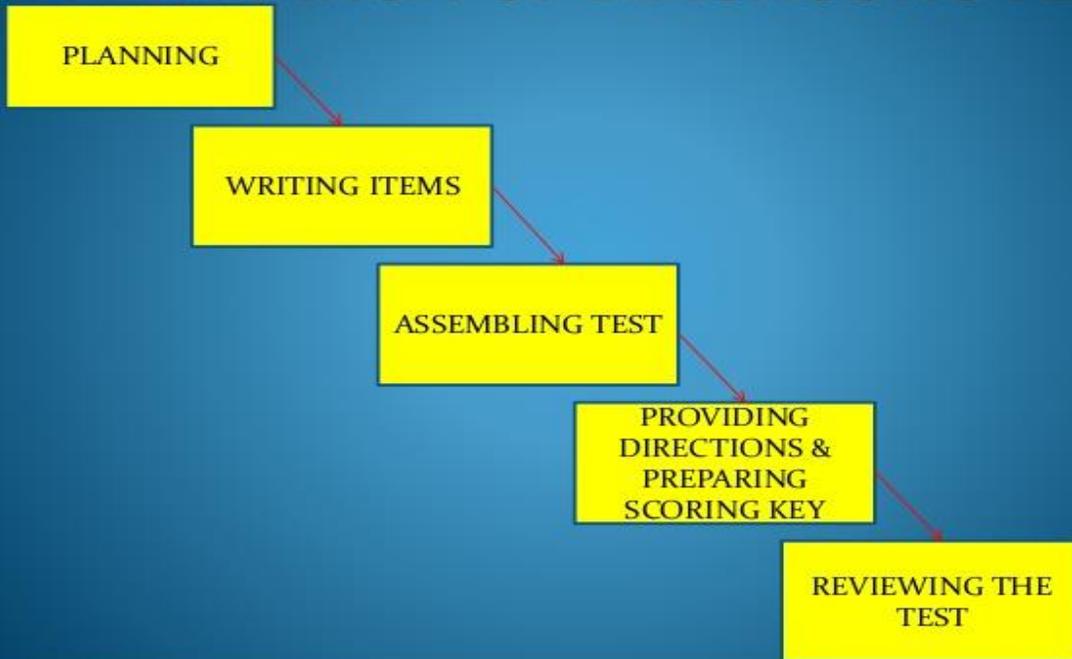
- To direct curriculum emphasis
- To provide educational guidance to pupil
- To stimulate learning activities of pupils
- To direct and motivate administrative and supervisory efforts.



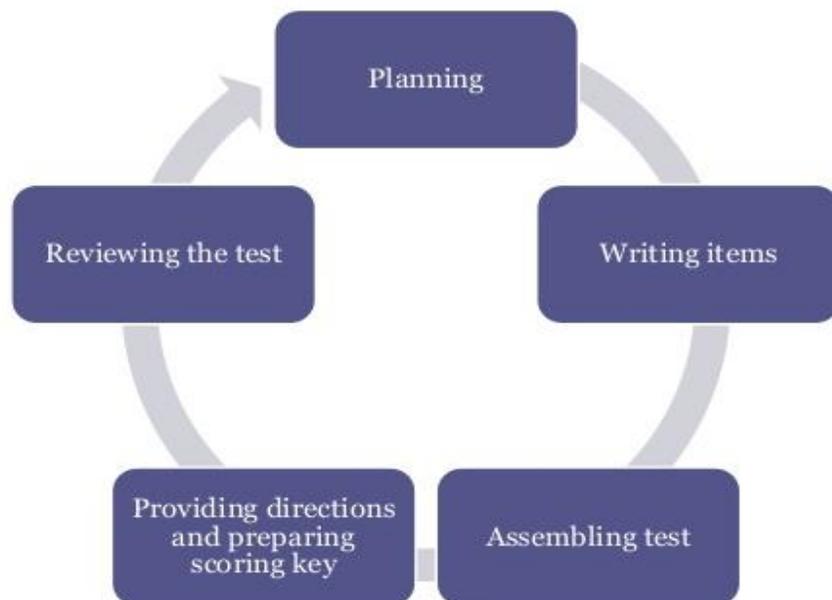
Characteristic of diagnostic test

- It must provide a series of scores ,each representing performance in a specific skill.
- The respective skills must be carried to the over all performance being evaluated, such as reading achievement or arithmetic achievement.
- The sub test used to access each of these skills must represent a valid measure.
- Each subset must have high reliability
- The correlation among subset must be low.

PREPARATION OF DIAGNOSTIC TEST



Preparation



Construction of diagnostic tests

- Identification of the problem areas
- Detailed content analysis
- Listing all the learning points
- Arranging the learning points in the logical sequences
- Writing test item for each learning point
- Clubbing the items around the learning points.
- Providing clear instructions
- Preparing a scoring key and a marking key
- Providing the time limit as required by individual students
- Administration of the test

ADMINISTRATION OF DIAGNOSTIC TEST

- Win the confidence of the students and reassure them that test is to help them in improvement of their learning.
- Administered in a relaxed environment.
- Students should not consult each other during the test.
- If any student is not able to follow something, he should be allowed to seek clarification from the teacher.
- The teacher may ensure that the students the test attempt all questions.
- Time schedule should not be enforced strictly.

Blood Test Levels for Diagnosis of Diabetes and Prediabetes

	A1C (percent)	Fasting Plasma Glucose (mg/dL)	2-Hour Plasma Glucose (mg/dL)
Diabetes	≥6.5	≥126	≥200
Prediabetes	5.7-6.4	100-125	140-199
Normal	<5.7	<100	<140

Diagnosis can be confirmed if 2 of these criteria are met. *Fasting means no food or caloric intake for at least 8 hours. **Random blood glucose level ≥200 mg/dL with symptoms of hyperglycemia.

Grade	Level	Number of Questions	Time
Grade 1	Level 1	10	15 min
Grade 2	Level 2	10	15 min
Grade 3	Level 3	10	15 min
Grade 4	Level 4	10	15 min
Grade 5	Level 5	10	15 min
Grade 6	Level 6	10	15 min
Grade 7	Level 7	10	15 min
Grade 8	Level 8	10	15 min
Grade 9	Level 9	10	15 min
Grade 10	Level 10	10	15 min

Classroom Diagnostic Tests

The Test Series Includes: The Best English Reader

Administration Series: 400-1000 Classroom Diagnostic Tests

Test Duration: 15-20 minutes

Grade to Grade Administration

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Grade to Grade Administration

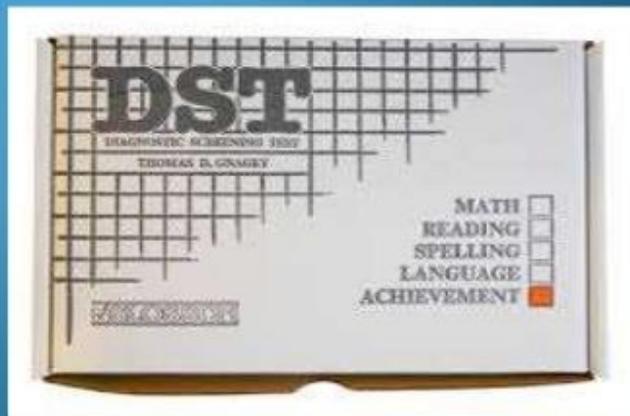
Administration Series: 400-1000 Classroom Diagnostic Tests

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Grade to Grade Administration

DIAGNOSTIC VS ACHIEVEMENT TEST

In an achievement test, sampling of questions is not so exhaustive to cover each and every learning point as the content is generally large portion; whereas in a diagnostic test each learning point has several items, each cluster of such items forming a subset.



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