

PTM COLLEGE OF EDUCATION

MARUTHOORKONAM, BALARAMAPURAM
THIRUVANANTHAPURAM



B.Ed. COURSE


SEMESTER^{III}.....

ACHIEVEMENT TEST REPORT

NAME OF TRAINEE... Jithin.Secraj.....
OPTIONAL SUBJECT... English.....
CANDIDATE CODE ..165.20.37.1008..... YEAR ..2022.....

Certified Bonafide Record

Date


Principal
PTM COLLEGE OF EDUCATION Lecturer in Charge
Maruthoorkonam, Kottukal P.O
Balaramapuram, Tvm-695501

ACHIEVEMENT TEST

An achievement test measures how an individual has learnt overtime and what the individual has learnt by analysing his present performance. It also measures how a person understands and masters a particular knowledge area at the present time. With this test we can analyse just how quick and precise an individual is performing the tasks.

An achievement test is an excellent choice to analyse and evaluate the academic performance of an individual. Achievement test can measure and check a person's understanding within a domain of knowledge. It also provides guidance and benefits to an individual because scores reveal the ~~knowledge~~ gaps.

STEPS

1. Planning of the test
2. Preparation of a design for the test
3. Preparation of blueprint
4. Writing of items

5. Preparation of scoring key and marking scheme
6. Preparation of questions wise analysis

ADVANTAGES

1. Achievement test measures how much a student has achieved
2. Achievement test provides assistance in learning. A student knows well how much he has studied and how much he has yet to study. It gives him motivation for studying in future
3. Every topic in the content area is given weightage
4. The scoring, time limit, etc of these tests is determined before their administration
5. It aims at grading, ranking, placement and promotion
6. It gives due weightage to objectives, content, form of questions and difficulty level in a general and optimal way

Name of the teacher : Jithin Sooraj
 Name of the school : P.T.M.V.H.S.S Maruthoorkonam
 Subject : English
 Unit : Unit 4, Flowers and Showers
 Date : Unit 5, Shave and Care
 Marks : 30
 Time : 45 min
 Class : VIII A

Sl. No.	Name of the lesson
1.	First Showers
2.	The Nightingale and The Rose
3.	The Merchant of Venice
4.	My Grandmother's House
5.	A Day in the Country

DESIGN OF TEST

1. Weighing to present process
2. Weighing to content

MENTAL PROCESSES

1. Retrieves, Recollects, ~~Retell~~ Retells Information
2. Readily makes connection to new information based on past experiences.
3. Detect similarities and differences
4. Clarifies / Categorises / Organise information appropriately
5. Translates / Transform knowledge or understands and applies them in situations.
6. Establishes cause-effect relationship
7. Makes connection or relates prior knowledge to new information
8. Communicate knowledge / understanding through different media.
9. Justify / appraise / evaluate the merits and demerits of an idea / develops own solution to a problem
10. Imagines / fantasises / Designs / predicts based on received information

WEIGHTAGE TO MENTAL PROCESSES

Sl. No	Mental Processes	Number of questions	Marks	Percentage
1.	Perceive, recollects, Retells information	5	14	46.6%
2.	Translate, transfer knowledge OR understands and applies them in situation	5	5	16.6%
3.	Readily makes connection to new information based on past experiences	1	2	6.6%
4.	makes connection or relates prior knowledge to new information.	1	3	10%
5.	Classifies / Categorizes, Organises information appropriately	6	3	10%
6.	Imagine, Fantasise, designs or predictions on received information	1	2	10%
Total		19	30	100%

WEIGHTAGE TO CONTENT

Sl. No	Content	Number of questions	Marks	Percentage
1	Nightingale and The Rose	11	8	26.6%
2	First Showers	5	10	33.3%
3	My Grandmother's House	1	3	10%
4	The Merchant of Venice	1	3	10%
5	A Day in the Country	1	6	20%

WEIGHTAGE TO FORM OF QUESTIONS

Sl. No	Form of Questions	Number of questions	Marks	Percentage
1.	Objective type	12	10	33.3%
2.	Short answer	6	14	46.6%
3.	Essay	1	6	20.1%
Total		19	30	100%

WEIGHTAGE TO DIFFICULTY LEVEL

Sl. No	Difficulty level	Number of Questions	Marks	Percentage
1	Easy	6	7	23.3%
2	Average	12	17	56.6%
3	Difficult	1	6	20.1%
Total		19	30	100%

BLUE PRINT

Area	Types of questions		Marked Processes										Score	Discourse	Unit			
			Objective	Short answer	Essay	1	2	3	4	5	6	7				8	9	10
Reading	(5) ¹			✓			✓						✓		5	Reading comprehension	IV	
Writing		(4) ²	(1) ⁶						✓					✓	14	Explaining	IV	
Literary Skill			(2) ³					✓					✓		6	Conversation narrative	IV	
Language element		(1) ²	(6) ^{1/2}				✓								5	Adjectives, Fill in the blanks	V	

* Figures inside the bracket represent the number of questions.

* Figures outside the bracket represent the marks.

SCORING KEY

Section	Question Numbers	Answer key	Marks	Total
I	1	From her nest	1	5
	2	Red	1	
	3	Nightingale	1	
	4	Because there are no red roses in his garden	1	
	5	all that the wise man have written and all the secrets of philosophy	1	
II	1	Soaked the poet unexpectedly	2	10
	2	because the dust is washed away	2	
	3	They feel relieved	2	
	4	more drops landed on poet's bare	2	
	5	fool, brayed, punched	2	

Section	Question number	Answer key	Marks	Total
4	12.a	Tree	$\frac{1}{2}$	3
	12.b	Press	$\frac{1}{2}$	
	12.c	Closes	$\frac{1}{2}$	
	12.d	Nightingale	$\frac{1}{2}$	
	12.e	Will	$\frac{1}{2}$	
	12.f	Finished	$\frac{1}{2}$	

MARKING SCHEME

S.No	Q. No	Value Points	Marks	Total
3	1	Write grand parents name Write about their characteristics and behaviour pattern Your experiences with them.	1 1 1	3
5	1	Grammar Spelling 6 exchanges content	$\frac{1}{2}$ $\frac{1}{2}$ 1 1	3
6	1	Order Sentence creation spelling and grammar 5 paragraphs	1 2 2 1	6

QUESTION WISE ANALYSIS

Item Number	Unit/Subunit	Mental Process	Form of Questions	Difficulty Level	Marks	Expected Time
1	The Nightingale and The Rose	Retrives, Recollects, Retells information	Objective	Easy	1	1min
2	The Nightingale and The Rose	Retrives, Recollects, Retells information	Objective	Easy	1	1min
3	The Nightingale and The Rose	Retrives, Recollects, Retells information	Objective	Easy	1	1min
4	The Nightingale and The Rose	Retrives, Recollects, Retells information	Objective	Easy	1	1min
5	The Nightingale and The Rose	Retrives, Recollects, Retells information	Objective	Easy	1	1min
6	First Showers	Readily makes connection to new information based on past experiences	Short Answers	Average	2	3min
7	First Showers	Transfer, Transfer knowledge as understands and applies them in situation	Short Answers	Average	2	3min
8	First Showers	Transfer, transfer knowledge & understands and applies them in situation	Short Answers	Average	2	3min

9	First Showers	Imagine, fantasise, designs or predictions on received information	Short Answers	Average	2	3min
10	First Showers	Translate, transfers knowledge or understands and applies them in situation	Objective	Easy	2	3min
11	My Grandmother's House	Retrives, recollects, Retells information	Short Answers	Average	3	4min
12	The Nightingale and The Rose	Classifies/Categorizes, Organises information appropriately	Short Objective	Average	3	4 min
13	The Merchant of Venice	Makes connection or relates prior knowledge to new information	Short Answers	Average	3	4min
14	A Day in the Country	Retrives, Recollects, Retells information	Essay	Difficult	6	13min

STATISTICAL ANALYSIS

MEASURES OF CENTRAL TENDENCY

- 1. MEAN
- 2. MEDIAN
- 3. MODE

PTM.H.S Maruthoorkonam

Sub : English

Mark sheet : (unit test)

Std : VIII

Names	Mark	Percentage	Grade
1. Arun Raj. M	17	57%	B+
2. Arun. A	21	70%	A
3. Adarsh. K	23	77%	A
4. Aneesh. P	16	53%	B+
5. Ashina. S.S	13	43%	B+
6. Athira Babu	12	40%	B
7. Athira. R.V. Das	12	40%	B
8. Babin. B.L	24	80%	A
9. Bineesh. R	28	93%	A+
10. Chandra. K.S	21	70%	A
11. Devika. P.V	24	80%	A
12. Keishna. S	16	53%	B+
13. Meenu Keishna	13	43%	B+
14. Nithin Raj	11	37%	B
15. Renjini. G	13	43%	B+
16. Renjith. S	14	47%	B+
17. Sajin. W	21	70%	A
18. Sanal Raj	23	77%	A
19. Sanu. S. Babu	26	87%	A+
20. Shaema Sundhas	13	43%	B+
21. Sneha. M	17	57%	B+
22. Yeena. S	26	87%	A+

RESULT

Total Number of Students	Score (% wise)	Category	Grade
3	81-100	Excellent	A+
7	61-80	Very good	A
9	41-60	Good	B+
3	21-40	Poor	B
0	0-20	Very poor	C

Based on the above table, it can be seen that there are only 14% of the students are in the excellent category, 32% of the students are in the very good category, 41% of students are in the good category, and 13% of the students are in ~~poor~~ category.

MEAN :-

The mean is one of the measures of central tendency. Mean is nothing but the average of the given set of values. It denotes the equal distribution of values for a given data set. The symbol of mean is usually given by the symbol \bar{x} . The bar above the letter x , represents the mean of x number of values.

$$\text{Mean } \bar{x} = \frac{\sum fx}{n} \quad \checkmark$$

\bar{x} → mean

\sum → sigma

f → frequency

x → midpoint of each class interval.

$$\frac{\text{lower point} + \text{upper point}}{2}$$

n → total number of scores.

Class Interval	Frequency	Mid point (x)	fx ($f \times x$)
0-5	0	2.5	0
5-10	0	7.5	0
10-15	8	12.5	100
15-20	4	17.5	70
20-25	7	22.5	157.5
25-30	3	27.5	82.5
	$n = 22$		410

$$\text{Mean } \bar{x} = \frac{\sum f_{ox}}{n}$$

$$\sum f_{ox} = 410$$

$$n = 22$$

$$\bar{x} = \frac{410}{22}$$

$$= \underline{\underline{18.63}} \quad /$$

$$\text{mean } \bar{x} = \underline{\underline{18.63}} \quad /$$

MEDIAN:-

When the values in a set of data are arranged in ascending or descending order, then the values of the middle terms in that set is known as Median of that set.

$$\text{Median} = l + \frac{\frac{N}{2} - cf}{f} \times c$$

$l \rightarrow$ lower limit of the median class

$N \rightarrow$ total number of scores

$cf \rightarrow$ cumulative frequency of preceding class

$f \rightarrow$ frequency of the median class

$c \rightarrow$ Class size

class intervals	frequency	Cumulative frequency
0-5	0	0
5-10	0	0
10-15	8	$0+8=8$ - cf
15-20	4	$8+4=12$ → median class
20-25	7	$12+7=19$
25-30	3	$19+3=22$

$$N = 24$$

$$N=22 ; N/2 = 11,$$

$$l = 15$$

$$cf = 8$$

$$P = 4$$

$$C = 5$$

$$\text{Median} = l + \frac{\frac{N}{2} - cf}{P} \times C$$

$$= 15 + \frac{11 - 8}{4} \times 5$$

$$= 15 + \frac{3}{4} \times 5$$

$$= 15 + 3.75$$

$$= \underline{\underline{18.75}} \quad \checkmark$$

MODE :-

A mode is defined as the value that has a higher frequency in a given set of values. It is the value that appears the most number of times.

$$\text{Mode} = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times c$$

where,

l → lower limit of the modal class

c → size of the class interval

f_1 → frequency of the modal class

f_0 → frequency of the class preceding the modal class.

f_2 → frequency of the class succeeding the modal class.

Class	Frequency
0-5	0
5-10	0
10-15	8
15-20	4
20-25	7
25-30	3
$n=24$	

-modal class

$$\text{Mode}(Z) = l + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times c$$

$l \Rightarrow$ lower limit of the modal class = 15

$f_1 \Rightarrow$ frequency of the modal class = 4

$f_0 \Rightarrow$ frequency of the class preceding the modal class = 8

$c \Rightarrow$ size of the class interval = 5

$$= 15 + \left(\frac{4 - 8}{(2 \times 4) - 8 - 7} \right) \times 5$$

$$= 15 + \left(\frac{-4}{8 - 8 - 7} \right) \times 5$$

$$= 15 + \left(\frac{-4}{-7} \right) \times 5$$

$$= 15 + (0.57 \times 5)$$

$$= 15 + 2.85$$

$$= \underline{\underline{17.85}}$$

STANDARD DEVIATION :-

Standard Deviation is a measure which shows how much variation (Such as spread, dispersion) from the mean exists. The standard deviation indicates a "typical" deviation from the mean. It is indicated by the symbol (σ).

$$SD(\sigma) = \sqrt{\frac{\sum f(x - \bar{x})^2}{N}}$$

where, $N \rightarrow$ total number

$\bar{x} \rightarrow$ mean

$x \rightarrow$ mid value

$f \rightarrow$ frequency.

Class interval	Mid(x)	frequency(f)	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
0-5	2.5	0	-16.13	260.17	0
5-10	7.5	0	-11.13	123.87	0
10-15	12.5	8	-6.13	37.57	300.56
15-20	17.5	4	-1.13	1.27	5.08
20-25	22.5	7	3.87	14.97	104.79
25-30	27.5	3	8.87	78.67	236.01
$N = 22$					646.44

$$SD(\sigma) = \sqrt{\frac{\sum f(x-\bar{x})^2}{N}}$$

$$= \sqrt{\frac{646.44}{22}}$$

$$= \sqrt{29.38}$$

$$= \underline{\underline{5.42}}$$

$$SD(\sigma) = \underline{\underline{5.42}}$$

Mean + σ

$$= 18.63 + 5.42$$

$$= \underline{\underline{24.05}}$$

Mean - σ

$$= 18.63 - 5.42$$

$$= \underline{\underline{13.21}}$$

STATISTICS AT A GIST

MEAN \rightarrow 18.63

MEDIAN \rightarrow 18.75

MODE \rightarrow 17.85 ✓

STANDARD
DEVIATION \rightarrow 5.42

ANALYSIS AND INTERPRETATION OF DATA

An achievement test is a test aimed to get the data about the students knowledge or capability in one subject. An achievement test is also a test that can identify the student's strengths and weakness in one subject. It is an important tool in school evaluation and has great significance in measuring instructional progress of the students in the subject Area.

As part of the B.Ed curriculum, the teacher trainee conducted an achievement test for the students of class VIII of P.T.M.H.S students for the subject of English on 02/03/2022 at 2nd period. For the purpose of conducting the achievement test, a questionnaire has been prepared which consist of 30 marks and the total time allotted is 45 minutes.

The objective of this achievement test is to test the knowledge, understanding and application ability of the students. The topic selected for the test includes

the chapters "First Showers, The Nightingale and The Rose, The Merchant of Venice, My Grandmother's House, and A Day in the Country." Types of questions given are objective type, short answer type and essay type; and they continue to easy, average and difficulty level respectively. The test is constructed on the basis of the objectives of teaching, knowledge, understanding and application.

By analysing the results of the students, it can be seen that there are only 14% of the students are in the excellent category, 32% of the students are in the very good category, 41% of students are in the good category, and 13% of the students are in poor category.

Among the students, 64% of students got more than 50% marks, i.e. above 15. They were able to recall the answers to each type of questions, 14 students belongs to this category.

Around 32% of students achieved score between 40%-50%. Seven students belongs to this category.

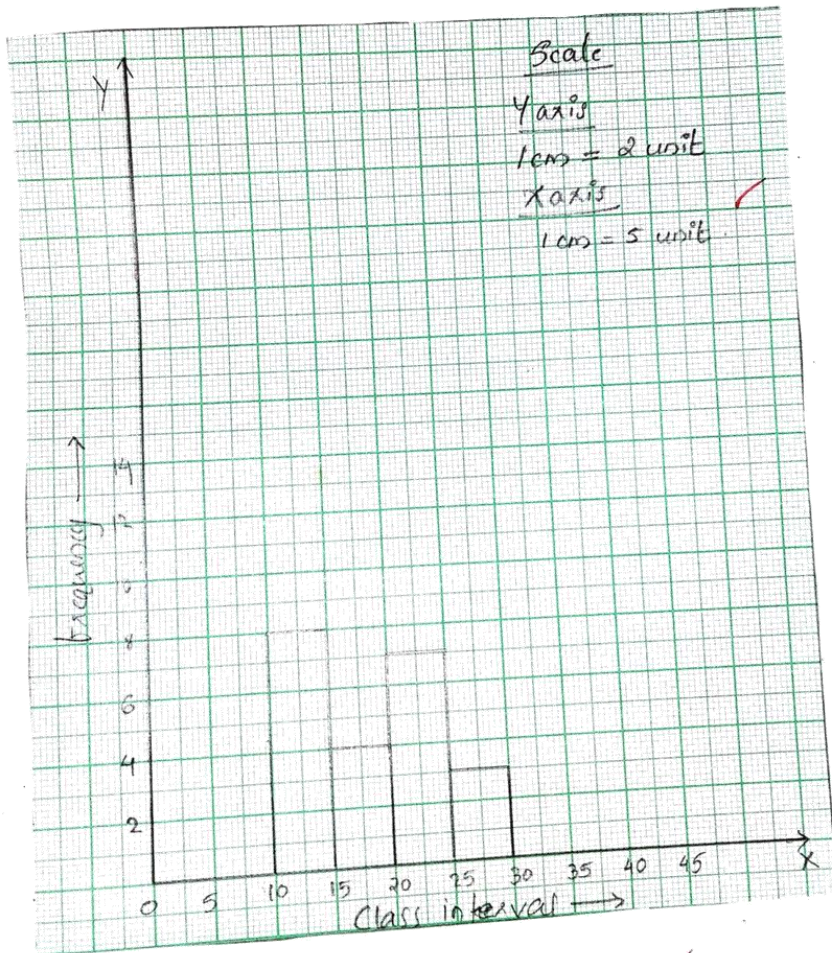
Approximately 5% of students fall under poor category. They scored below 40%; i.e. below 12 mark. They find it difficult to attend questions based on understanding. They also lack the writing skill of application answers. Also found more spelling mistakes in their answer script.

GRAPHICAL REPRESENTATION

HISTOGRAM

Class Interval	Frequency
0-5	0
5-10	0
10-15	8
15-20	4
20-25	7
25-30	3

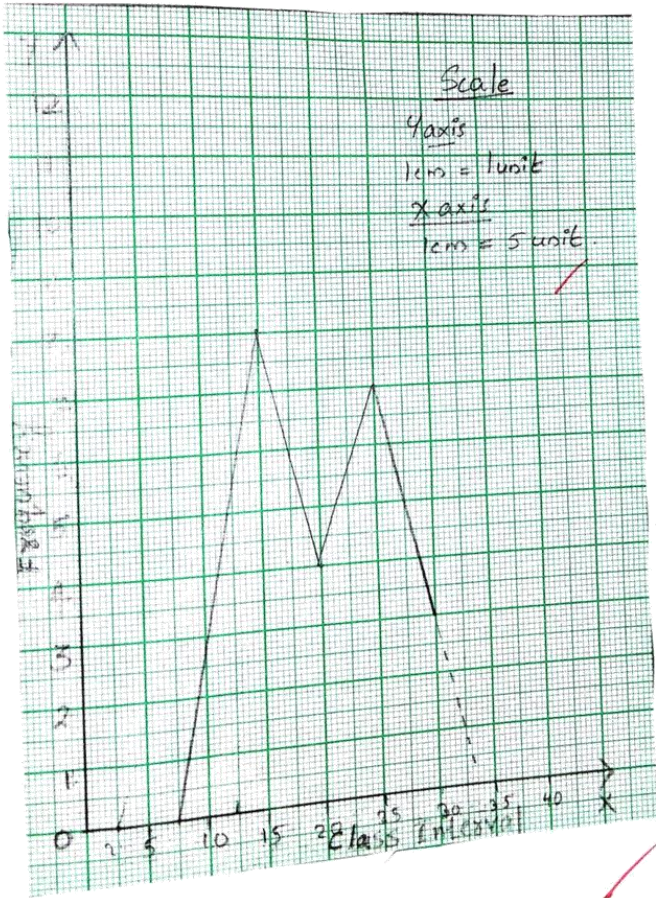
Histogram



FREQUENCY POLYGON

Class Interval	Mid point	Frequency
0-5	2.5	0
5-10	7.5	0
10-15	12.5	8
15-20	17.5	4
20-25	22.5	7
25-30	27.5	3

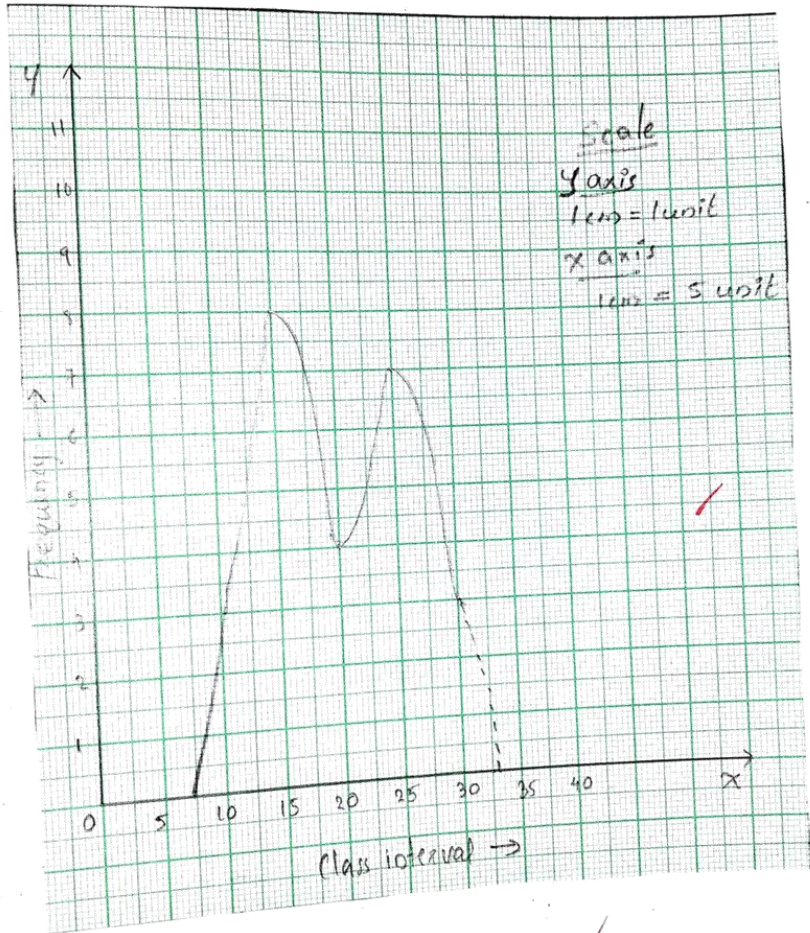
Frequency Polygon.



FREQUENCY CURVE

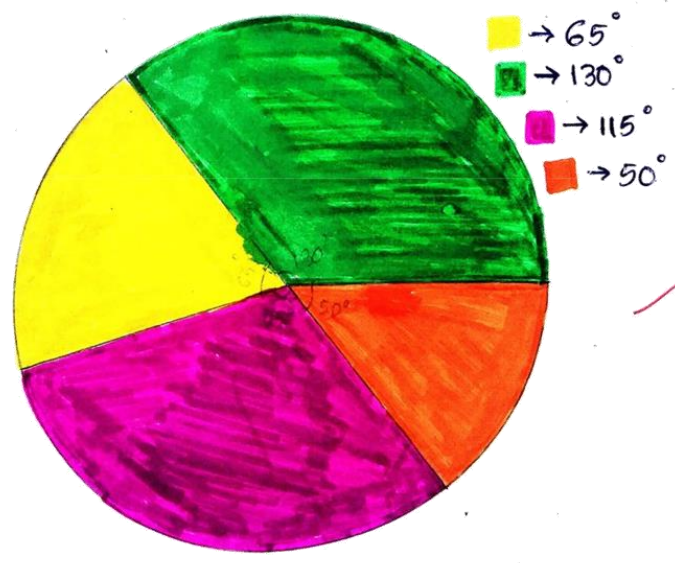
Class Interval	Mid point	Frequency
0-5	2.5	0
5-10	7.5	0
10-15	12.5	8
15-20	17.5	4
20-25	22.5	7
25-30	27.5	3

FREQUENCY CURVE



PIE DIAGRAM

Class Interval	frequency	Angle
0-5	0	0
5-10	0	0
10-15	8	130°
15-20	4	65°
20-25	7	115°
25-30	3	50°



CONCLUSION

As part of the curriculum of B.Ed, teacher trainees have to conduct an achievement test for the partial fulfillment of securing B.Ed Degree. During the first phase of teaching practice (3rd semester)

The teacher trainee conducted an achievement test on 02/03/2022 for VIIIth standard students; for the subject of English on P.T.M. H.S. Maruthoor Konam.

For accomplishing the task, initially a blue print has prepared and with regard to it a questionnaire also has been constructed and submitted to our subject tutor Vijusha Ma'am. The questionnaire consist of 30 marks and total time allotted is 45 minutes.

The result of the test was quite satisfactory. 12% of students occupied excellent category. 32% of the students occupied the very good category and 41% of students occupied the

PTM COLLEGE OF EDUCATION

MARUTHOORKONAM, BALARAMAPURAM
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B.Ed. COURSE

SEMESTER ...III....

DIAGNOSTIC TEST REPORT

NAME OF TRAINEE Jithin Sooraj.....


OPTIONAL SUBJECT English.....

CANDIDATE CODE 16520377008..... YEAR 2022.....

Certified Bonafide Record

Date

Maruthoorkonam
Kottukal PO
Thiruvananthapuram
Tpin - 695501


Principal
PTM COLLEGE OF EDUCATION
Maruthoorkonam, Kottukal PO
Balaramapuram, Tpin - 695501


Lecturer in Charge

1

DIAGNOSTIC TEST

Introduction

A Diagnostic test is a form of achievement test in which short coming of knowledge acquired from learning experience of a specific topic is evaluated.

In this test, the level of a student is not found out. The purpose of a diagnostic test for a teacher to find out what difficulty is being faced by a student is ~~is~~ not in understanding a topic, what can be its possible cause how this difficulty can be eradicated.

Instructional diagnosis is related not merely with student's individual ability and strengths, but with a remedy for their weakness and difficulties too. A teacher has to bring about suitable changes in his/her instructions and method

of teaching in order to remove any difficulty of a student, so that he/she can give maximum learning-experiences as per his ability. This type of teacher's process is called remedial teaching.

Objectives:

- ① Diagnostic test helps to know the content weakness of students
- ② It helps to know the scholastic achievement of student
- ③ It helps in finding the gap in children's understanding and resolving their issues
- ④ The test enables educators and student to recognize issue that they have with the subject
- ⑤ It creates a rewarding and amicable learning environment for the teacher and the students
- ⑥ Diagnostic assessment allows the teacher to map out a meaningful and efficient instruction plan for the course duration.

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Characteristics of Diagnostic test

- i) Diagnostic test must provide a series of scores, each representing performance in a specific skill.
- ii) The respective skills must be carried to the overall performance being evaluated, such as reading achievement or arithmetic achievement.
- iii) The sub test used to assess each of these skills must represent a valid measure.
- iv) Each subset must have high reliability.
- v) The correlation among subset must be low.
- vi) It should reveal the mental process of the learner sufficiently to detect point of error.
- vii) It should provide remedial procedures for each error detected.

A diagnostic test provides detailed picture of the strengths and weakness of a pupil in a particular area. It is a type of assessment given at the beginning of the instruction. It measures how much a student has not been able to achieve and why. Diagnostic test focuses on individual's educational weakness or learning deficiency and identify the gaps in pupils. It is corrective in nature. It is designed to identify and investigate the difficulties, inadequacies and gaps of pupil in specific curriculum areas and to help them overcome those difficulties through remedial instruction.

Purpose of diagnostic test is to locate the causes that result in the poor achievement. It makes teaching more effective. It also helps the teacher to meet individual difference among learners.

The following steps are used for preparing the diagnostic test in instructional rule :

- * formation of objective and outlining of the content or topic
- * content analysis into subtopics or elements
- * identifying difficulty order of subtopics
- * deciding the topics of items.
- * items layout
- * item analysis of the best item
- * analysis of logical

Basic elements for the construction of diagnostic test.

Subject	English
Topic	
Standard	VIII
Division	
Date	

PTM HS MARUTHOORKONAM
DIAGNOSTIC TEST

Name:

Subject: English

Class: 8

Topic: Grammar, language, reading, vocabulary.

Date:

INSTRUCTIONS

- The test is to know your difficult areas, so that you can have sufficient support from your teacher for making the concept clear.
- The test has nothing to do with the success and failure in the examinations.
- Answer the questions one by one, if you feel you cannot do, don't waste your time, and proceed to the next question.
- Write the answer in the space given against each question.

SET-A

GRAMMAR

1. Find out the adjectives from the following sentences.
 - ✚ Miss beam was very kind.
 - ✚ When I arrived at the school, I saw a beautiful girl of about twelve.
 - ✚ I went to the window, which looked out on a large garden.
 - ✚ I see a lot of jolly children.
2. Choose the correct words;
 - ✚ I *had/has* heard a lot about Miss Beam's School.
 - ✚ We *teaching/teach* only those things that are simple and useful to pupils.
 - ✚ Miss Beam smiled. 'Ah, yes,' she *saying/said*. 'I am coming to that'.
 - ✚ But I *having/had* no idea it was so awful to be blind.

Instructions

- The test is to know your difficult areas, so that you can have sufficient support from your teacher for making the concept clear.

- The test has nothing to do with the success and failure in the examinations.

- Answer the questions one by one, if you feel you cannot do, don't waste your time, and proceed to the next question.

- Write the answers in the space given against each question.

Name of the teacher :

Standard : VIII

Division :

The diagnostic test was conducted on VIII-B students based on the lesson 'The School For Sympathy' written by Edward Verrall Lucas. The test was conducted to understand the difficult area in the taught portion.

The question paper consisted of four sections of questions and they had sub questions too. The question paper was prepared on an average level so that every student can answer the questions. The questions included were Grammar, Language activity, Reading and Vocabulary.

The area of difficulty in the question paper was identification of adjectives from sentences. Every student found this part difficult as the base was not properly established. So a remedial teaching is needed to teach adjectives to pupils.

REMEDIAL MEASURES

Area of difficulty	Level of difficulty	Remedial measures
Adjective	Some of the learners had difficulty in using adjectives	<ul style="list-style-type: none">* The teacher took a remedial class on adjectives with improved teaching aids* guided practice was provided* Independent work time and drill was given to the learners to improve learning

REMEDIAL TEACHING LESSON PLAN

Classroom Interaction

Internal Interaction

The teacher interacts internally with the students to create a good rapport with them

Activity-1

Teacher creates a powerpoint presentation using microsoft powerpoint in which there is an explanation about adjective and its usage. Teacher explains ~~that~~ and gives ~~students~~ examples and then asks students some questions

→ In linguistics, an adjective is a word that modifies a noun or noun phrase or describes its referent.

Student Response

Interacted internally

Students listened carefully and answered correctly

Its semantic role is to change information given by the noun.

Eg: red pen, happy life, good girl, tall boy

Activity - 2

Teacher shows a powerpoint presentation in which both adjectives and few other words are mixed. Teacher asks the students to identify the adjectives from that. Teacher shows the next slide to check if they are right or not.

Activity - 3

Teacher provides some expressions on the powerpoint slide and asks the students to construct sentences using adjectives.

Students identified adjectives from the list.

Students answered correctly

Example:

- i) He is a good boy
- ii) She is an innocent girl
- iii) Ramu has a cute puppy
- iv) Travankum is a marvellous city

Activity - H

Teacher provides the learner with more sentences.

Eg: I; Complete the following

- ① Malu is a ——— singer
- ② Jithin is an ——— student
- ③ Aravind has ——— hair
- ④ Jishamol has ——— blue eyes

Answer: ① good ② intelligent ③ beautiful ④ pretty

Students answered
correctly

Conclusion

Teacher concluded the topic by showing a video of adjectives with ~~more~~ knowledge.

students answered all the questions and watched the video carefully