

TEST AND TYPES OF TEST



WHAT IS A TEST?

- TEST IS A SYSTEMATIC PROCEDURE FOR OBSERVING PERSONS AND DESCRIBING THEM WITH EITHER A NUMERICAL SCALE OR A CATEGORY SYSTEM. THUS TEST MAY GIVE EITHER A QUALITATIVE OR QUANTITATIVE INFORMATION (ANTHONY J. NITKO)

CONT...

- TEST COMMONLY REFERS TO A SET OF ITEMS OR QUESTIONS UNDER SPECIFIC CONDITIONS

TYPES OF TEST

- ESASY TYPE
- OBJECTIVE TYPE

ESSAY TYPE TEST

- IT IS AN ITEM FORMAT THAT REQUIRES THE STUDENT TO STRUCTURE A RATHER LONG WRITTEN RESPONSE UP TO SEVERAL PARAGRAPHS
(WILLIAM AND STEPHAN)

CHARACTERISTICS OF ESSAY TEST

- GENERALLY ESSAY TESTS CONTAIN MORE THAN ONE QUESTION IN THE TEST
- ESSAY TESTS ARE TO BE ANSWERED IN WRITING ONLY
- ESSAY TEST TESTS REQUIRE COMPLETELY LONG ANSWERS
- ESSAY TESTS ARE ATTEMPTED ON THE BASIS OF RECALLING THE MEMORY

TYPES OF ESSAY TEST

SELECTIVE RECALL (BASIS GIVEN)

- EVALUATION RECALL (BASIS GIVEN)
- COMPARISON OF TWO THINGS ON A SINGLE DESIGNATED BASIS
- COMPARISON OF TWO THINGS IN GENERAL
- DECISIONS (FOR AND AGAINST)
- EXPLANATION OF THE USE EXACT MEANING OF SOME WORD, PHRASE OR STATEMENT

CONT..

- SUMMARY OF SOME UNIT OF THE TEXT OR OF SOME ARTICLE
- ANALYSIS
- ILLUSTRATIONS OR EXAMPLES
- APPLICATION OF RULES, LAWS, OR PRINCIPLES TO NEW SITUATIONS
- DISCUSSIONS
- CRITICISM
- INFRENTIAL THINKING

(W.S. MONROE AND R. E. CARTER)

NORMAN E. GRONLUND

- RESTRICTED RESPONSE QUESTIONS
- EXTENDED RESPONSE QUESTIONS

ADVANTAGES

- CAN MEASURE COMPLEX LEARNING OUTCOMES
- EMPHAHASIZE INTEGRATION AND APPLICATION OF THINKING AND PROBLEM SOLVING
- CAN BE EASILY CONSRUCTED
- EXAMINEE FREE TO RESPOND
- NO GUESSING AS IN OBJECTIVE ITEM

CONT...

- REQUIRE LESS TIME FOR TYPING, DUPLICATING OR PRINTING, CAN BE WRITTEN ON BOARD
- CAN BE USED AS DEVICE FOR MEASURING AND IMPROVING LANGUAGE AND EXPRESSION SKILLS

LIMITATIONS

LACK OF CONSISTENCY IN JUDGEMENTS
EVEN AMONG COMPETENT EXAMINERS

- THEY HAVE HOLO EFFECT
- QUESTION TO QUESTION CARRY EFFECT
- EXAMINEE TO EXAMINEE CARRY EFFECT
- LANGUAGE MECHANIC EFFECT
- LIMITED CONTENT VALIDITY

CONT...

- SOME EXAMINERS ARE TOO STRICT AND SOME ARE TOO LINIENT
- DIFFICULT TO SCORE OBJECTIVELY
- TIME CONSUMING
- LANGTHY ENUMERATION OF MEMORIZED FACTS

SUGGESTIONS FOR CONSRUCTION OF EASSY TESTS

- ASK QUESTIONS THAT REQUIRE THE EXAMINEE TO SHOW COMMAND OF ESSENTIAL KNOWLEDGE
- MAKE QUESTIONS AS EXPLICIT AS POSSIBLE
- SHOULD BE NO CHOICE IN QUESTIONIN QUESTION PAPER
- TEST CONSTRUCTOR SHOULD PREPARE IDEAL ANSWERS TO ALL QUESTIONS
- INTIMATE THE EXAMINEE ABOUT DESIRED LENGTH OF THE ANSWERS

CONT...

- MAKE EACH QUESTION RELATIVELY SHORT BUT INCREASE NUMBER OF QUESTIONS
- TEST CONSTRUCTOR SHOULD GET HIS TEST REVIEWED BY ONE OR MORE COLLEAGUES
- QUESTIONS SHOULD BE SO WORDED THAT ALL EXAMINEES INTERPRET THEM IN THE SAME WAY AS THE EXAMINER WANTS

SUGGESTIONS FOR SCORING ESSAY TESTS

- PREPARE SCORING GUIDE IN THE FORM OF OUTLINE
- PARTICULAR QUESTION SHOULD BE SCORED AT ONE TIME OF ALL THE EXAMINEES
- TO AVOID HOLO EFFECT, IDENTITY OF THE EXAMINEE SHOULD NOT BE COMMUNICATED TO THE EXAMINER
- IF POSSIBLE APPOINT MORE THAN ONE EXAMINERS. THE EXAMINERS SHOULD NOT KNOW WHO IS THE OTHER EXAMINER

CONT...

- THE CORRECTNESS OF THE SUBJECT MATTER SHOULD NOT BE MIXED WITH THE GOOD HANDWRITING, BETTER LANGUAGE, IF THEY ARE TO BE GIVEN ANY WEIGHT, IT SHOULD BE CLEARLY INDICATED

SHORT ANSWER TYPE TESTS

- SHORT ANSWER ITEMS REQUIRES THE EXAMINEE TO RESPOND TO THE ITEM WITH A WORD, SHORT PHRASE, NUMBER OR A SYMBOL.
(ANTHONY J. NITKO)

CHARACTERISTICS

- THE TEST HAS SUPPLY RESPONSE RATHER THAN SELECT OR IDENTIFY
- IN THE FORM OF QUESTION OR INCOMPLETE STATEMENT
- THE TEST CAN BE ANSWERED BY A WORD, A PHRASE, A NUMBER OR SYMBOL

FORMS OF SHORT ANSWER ITEMS

- QUESTION FORM
- IDENTIFICATION OR ASSOCIATION FORM
- COMPLETION FORM

ADVANTAGES

- VERY EASY TO CONSTRUCT
- LOW PROBABILITY OF GUESSING THE ANSWER BECAUSE IT HAS TO BE SUPPLIED BY THE EXAMINEES RATHER THAN SELECT IDENTIFY FROM THE GIVEN ANSWERS
- THEY ARE GOOD TO TEST THE LOWEST LEVEL OF COGNITIVE TAXONOMY (KNOWLEDGE, TERMINOLOGY, FACTS)

LIMITATIONS

- THEY ARE UNSUITABLE FOR MEASURING COMPLEX LEARNING OUTCOMES

SUGGESTIONS FOR CONSTRUCTION OF SHORT ANSWER TESTS

- AS FOR AS POSSIBLE QUESTION FORM SHOULD BE USED
- THE QUESTION SHOULD NOT BE PICKED UP EXACTLY FROM THE BOOK
- THE QUESTION SHOULD NOT PROVIDE ANY CLUE

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- THE SCORING KEY SHOULD BE PREPARED
- THE BLANK SPACE IS TO BE COMPLETED BY AN IMPORTANT WORD RATHER THAN TRIVIAL WORDS

OBJECTIVE TYPE TESTS

- ANY TEST HAVING CLEAR AND UNAMBIGUOUS SCORING CRITERIA
(GILBERT SAX)
- TEST THAT CAN BE OBJECTIVELY SCORED
(WILLIAM & STEPHAN)

CHARACTERISTICS

- THEY CAN BE RELIABLY SCORED
- THEY ALLOW FOR ADEQUATE CONTENT SAMPLING

FORMS OF OBJECTIVE TYPE TESTS

A) TWO CHOICE ITEMS

1. TRUE/FALSE ITEMS

2. COMPLETION TYPE (IF TWO CHOICES ARE GIVEN AGAINST EACH BLANK)

B) MORE THAN TWO CHOICE ITEMS

1. MATCHING ITEMS

2. MCQs

TRUE/FALSE TESTS (SHOOTING QUESTIONS)

A TRUE FALSE ITEM CONSISTS OF A
STATEMENT OR PROPOSITION
WHICH THE EXAMINEE MUST JUDGE
AND MARK AS EITHER TRUE OR
FALSE

ADVANTAGES

- IT TAKES LESS TIME TO CONSTRUCT TRUE FALSE ITEMS
- HIGH DEGREE OF OBJECTIVITY
- TEACHER CAN EXAMINE STUDENTS ON MORE MATERIAL

LIMITATIONS

- HIGH DEGREE OF GUESING
- LARGELY LIMITED TO LEARNIGNOUTCOMES IN THE KNOWLEDGE AREA
- THEY EXPOSE STUDENTS TO ERROR WHICH IS PSYCHOLOGICALLY UNDESIREABLE
- THEY MAY ENCOURAGE STUDENTS TO STUDY AND ACCEPT ONLY OVERSIMPLIFIED STATEMENTS OF TRUTH ANS FACTUAL LEARNING

SUGGESTIONS

- BALANCE BETWEEN TRUE AND FALSE ITEMS
- EACH STATEMENT SHOULD BE UNEQUIVOCALLY TRUE OR FALSE. IT SHOULD NOT BE PARTLY TRUE OR PARTLY FALSE
- DOUBLE NEGATIVES SHOULD BE AVOIDED
- LONG AND COMPLEX STATEMENTS SHOULD NOT BE USED AS THEY MEASURE READING COMPREHENSION

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- ONLY ONE IDEA SHOULD BE MEASURED IN ONE STATEMENT
- EXPLAIN WHICH JUDGEMENT IS TO BE USED TRUE/FALSE, YES/NO, CORRECT/INCORRECT
- CLUES SHOULD BE AVOIDED
- STATEMENTS SHOULD NOT BE TAKEN DIRECTLY FROM THE TEXTBOOK

MATCHING TYPE TESTS

A TEST CONSISTING OF A TWO COLUMN FORMAT, PREMISES AND RESPONSES THAT REQUIRES THE STUDENT TO TAKE A CORRESPONDENCE BETWEEN THE TWO

ADVANTAGES

- SIMPLE TO CONSTRUCT AND SCORE
- WELL SUITED TO MEASURE ASSOCIATION
- REDUCE THE EFFECT OF GUESSING
- THEY CAN BE USED TO EVALUATE EXAMINEE'S UNDERSTANDING OF CONCEPTS, PRINCIPLE, SCHEMES FOR CLASSIFYING OBJECTS, IDEAS OR EVENTS

LIMITATIONS

- THEY GENERALLY PROVIDE CLUES
- THEY ARE RESTRICTED TO FACTUAL INFORMATION WHICH ENCOURAGES MEMORIZATION
- IF THE SAME NUMBER OF ITEMS ARE WRITTEN IN BOTH THE COLUMNS, THE MATCHING TYPE IS CONVERTED TO MCQs AT LATE STAGE AND IN THE END IT IS CONVERTED TO TRUE AND FALSE CATEGORY

SUGGESTIONS

- HOMOGENEOUS ITEMS SHOULD BE SELECTED
- NO CLUE SHOULD BE PROVIDED IN BOTH THE COLUMNS
- CLEAR INSTRUCTION TO ATTEMPT
- ALL THE ITEMS SHOULD BE PRINTED ON THE SAME PAGE
- PREMISE SHOULD BE WRITTEN IN THE LEFT HAND COLUMN AND BE NUMBERED, RESPONSES SHOULD BE WRITTEN IN THE RIGHT HAND COLUMN AND BE LETTERED

CONT...

- RESPONSES SHOULD BE MORE THAN THE PREMISES TO ENSURE THAT EXAMINEE HAS TO THINK EVEN UPTO LAST PREMISE
- CLEAR DIRECTIONS
- INCOMPLETE SENTENCES SHOULD NOT BE USED FOR PREMISE

MULTIPLE CHOICE ITEMS

MULTIPLE CHOICE ITEMS CONSIST OF TWO PARTS: A STEM AND NUMBER OF OPTIONS OR ALTERNATIVES. THE STEM IS A QUESTION OR STATEMENT THAT IS ANSWERED OR COMPLETED BY ONE OF THE ALTERNATIVES. ALL INCORRECT OR LESS APPROPRIATE ALTERNATIVES ARE CALLED DISTRACTORS OR FOILS AND THE STUDENT'S TASK IS TO SELECT THE CORRECT OR BEST ALTERNATIVE FROM ALL THE OPTIONS.

FORMS OF MCQs

1. THE CORRECT ANSWER FORM
2. THE BEST ANSWER FORM
3. THE INCOMPLETE STATEMENT FORM
4. THE NEGATIVE FORM
5. THE COMBINED RESPONSE FORM
6. SUBSTITUTION FORM

ADVANTAGES

- THEY CAN MEASURE COMPLEX LEVEL KNOWLEDGE i.e. UNDERSTANDING, JUDGEMENT, ABILITY TO SOLVE PROBLEMS
- A SUBSTANTIAL AMOUNT OF COURSE CONTENT CAN BE TESTED BECAUSE THE EXAMINEES DO NOT REQUIRE MUCH TIME FOR WRITING THE ANSWER
- OBJECTIVITY IN SCORING EVEN A LAYMAN CAN SCORE
- THEY CAN CHECK DISCRIMINATION ABILITY OF STUDENTS

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- REDUCE THE EFFECT OF GUESSING
- CAN BE EASILY ADAPTED FOR MACHINE SCORING
- THIS FORMAT IS HELPFUL IN ITEM ANALYSIS

LIMITATIONS

- THEY REQUIRE EXAMINEE TO SELECT THE ANSWER FROM A FIXED LIST AND NOT PERMIT TO CREATE OR EXPRESS AND ORGANIZE THEIR OWN IDEAS
- EXAMINEES WHO DO NOT THE CORRECT ANSWER CAN SUCCEED IN GUESSING
- SOMETIMES DIFFICULT TO FIND FOUR OR FIVE CHOICES IN CONSTRUCTION
- TIME CONSUMING AT TEAHCER END

SUGGESTIONS

- STEM SHOULD INTRODUCE WHAT IS EXPECTED OF THE EXAMINEE
- SPECIFIC DETERMINERS SHOULD BE AVOIDED
- VOCABULARY ACCORDING TO THE LEVEL OF STUDENTS
- ALL THE CHOICES SHOULD BE PLAUSIBLE
- TEST ITEMS SHOULD HAVE DEFENSIBLE CORRECT OR BEST ANSWER
- THE CORRECT CHOICE SHOULD NOT BE AT THE SAME PLACE IN ALL OR MOST OF THE ITEMS

CONT...

- THE CHOICE LIKE “NONE OF THE ABOVE” “ALL THE ABOVE” SHOULD BE AVOIDED
- EACH ITEM SHOULD POSE ONLY ONE PROBLEM
- TEACHER SHOULD CONSTRUCT MCQs ON DAILY BASIS