

Chapter No 14
**Assembling and administering
the test**

Assembling the Test

- The act of connecting together the parts of something is called assemble.
- Assembling test followed by the selection of the most appropriate item and task formats (e.g multiple choice, matching column, true false, essay) and preparation of items and tasks that are relevant to the learning outcomes.

Assembling the Test

1. Recoding the Items

- The preliminary step in assembling the test is to record the items on a separate card.
- Cards have the information about the instructional objectives, the specific learning outcome.

2. Reviewing test Items: we should try to view the item from the pupil's viewpoint and read the items carefully.

Questions about Reviewing test Items

The following questions will help in analyzing the quality of each item:

- Is item appropriate in measuring learning outcome.
- Is the point of the item clear
- Is item vocabulary and sentence structure too difficult.
- Is question provide any clues.
- Is the test item arranged in logical order.
- Is test item have specific answer.

Assembling the Test

3. Arrange items appropriately, which usually means:

- Keep all items of one type together (Clearer and more efficient)
- Put lowest-level item types first (T/F, matching, short-answer, MC, RR essay, and then ER essay) for Motivation.
- Within item types, put easiest learning outcomes first knowledge, comprehension, application, etc.
- Administer time-consuming extended-response essays and performance-based tasks separately

Assembling the Test

4. Prepare directions for test

- How to allot time
- How to respond
- How and where to record answers (circle, etc.; same vs. separate page)
- How guessing will be treated
- How extended essays will be treated (accuracy, organization, etc.)

Administering the Test

Provide conditions that give all students a fair chance to show what they know

I. Physical conditions: Light, ventilation, quiet, etc.

II. Psychological conditions

- Threatening students with tests if they do not behave.
- Warning students to do their best because this test is important
- Telling students they must work fast in order to finish on time
- Threatening dire consequences

Suggestions

- ❖ Don't talk unnecessarily before the test
- ❖ Minimize interruptions
- ❖ Don't give hints to individuals who ask about items
- ❖ Discourage cheating
- ❖ Give students plenty of time to take the test.