

TYPES OF ASSESSMENT TESTS

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1. Achievement Tests

Achievement tests are widely used throughout education as a method of assessing and comparing student performance. Achievement tests may assess any or all of reading, math, and written language as well as subject areas such as science and social studies. These tests are available to assess all grade levels and through adulthood. The test procedures are highly structured so that the testing process is the same for all students who take them. It is developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait. Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade. Teachers evaluate students by: observing them in the classroom, evaluating their day-today class work, grading their homework assignments, and administering unit tests. These classroom assessments show the teacher how well a student is mastering grade level learning goals and provide information to the teacher that can be used to improve instruction.

2. Aptitude Tests

Aptitude tests assume that individuals have inherent strengths and weaknesses, and are naturally inclined toward success or failure in certain areas based on their inherent characteristics. Aptitude tests determine a person's ability to learn a given set of information. They do not test a person's knowledge of existing information. The best way to prepare for aptitude tests is to take practice tests. Aptitude and ability tests are designed to assess logical reasoning or thinking performance. They consist of multiple choice questions and are administered under exam conditions. They are strictly timed and a typical test might allow 30 minutes for 30 or so questions. Test result will be compared to that of a control group so that judgments can be made about your abilities. You may be asked to answer the questions either on paper or online. The advantages of online testing include immediate availability of results and the fact that the test can be taken at employment agency premises or even at home. This makes online testing particularly suitable for initial screening as it is obviously very cost-effective.

3. Attitude

Attitude is a posture, action or disposition of a figure or a statue. A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Attitude is the state of mind with which you approach a task, a challenge, a person, love, life in general. The definition

of attitude is “a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways”. These beliefs and feelings are different due to various interpretations of the same events by various people and these differences occur due to the earlier mentioned inherited characteristics’.

4. Intelligence Tests

Intelligence involves the ability to think, solve problems, analyze situations, and understand social values, customs, and norms. Two main forms of intelligence are involved in most intelligence assessments: Verbal Intelligence is the ability to comprehend and solve language-based problems; and Nonverbal Intelligence is the ability to understand and solve visual and spatial problems. Intelligence is sometimes referred to as intelligence quotient (IQ), cognitive functioning, intellectual ability, aptitude, thinking skills and general ability. While intelligence tests are psychological tests that are designed to measure a variety of mental functions, such as reasoning, comprehension, and judgment. Intelligence test is often defined as a measure of general mental ability. Of the standardized intelligence tests, those developed by David Wechsler are among those most widely used. Wechsler defined intelligence as “the global capacity to act purposefully, to think rationally, and to deal effectively with the environment.” While psychologists generally agree with this definition, they don't agree on the operational definition of intelligence (that is, a statement of the procedures to be used to precisely define the variable to be measured) or how to accomplish its measurement. The goal of intelligence tests is to obtain an idea of the person's intellectual potential. The tests center around a set of stimuli designed to yield a score based on the test maker's model of what makes up intelligence. Intelligence tests are often given as a part of a battery of tests.

5. Personality Tests

Your personality is what makes you who you are. It's that organized set of unique traits and characteristics that makes you different from every other person in the world. Not only does your personality make you special, it makes you! “The particular pattern of behavior and thinking that prevails across time and contexts, and differentiates one person from another.” The goal of psychologists is to understand the causes of individual differences in behavior. In order to do this one must firstly identify personality characteristics (often called personality traits), and then determine the variables that produce and control them. A personality trait is assumed to be some enduring characteristic that is relatively constant as opposed to the present temperament of that person which is not necessarily a stable characteristic. Consequently, trait theories are specifically focused on explaining the more permanent personality characteristics that differentiate one individual from another. For example, things like being; dependable, trustworthy, friendly, cheerful, etc. A personality test is completed to yield a description of an individual's distinct personality traits. In most instances, your personality will influence relationships with your family, friends, and classmates and contribute to your health and well being. Teachers can administer a personality test in class to help your children discover their

strengths and developmental needs. The driving force behind administering a personality test is to open up lines of communication and bring students together to have a higher appreciation for one another. A personality test can provide guidance to teachers of what teaching strategies will be the most effective for their students.

6. Norm-referenced Tests and Criterion-Referenced Tests

Tests can be categorized into two major groups: norm-referenced tests and criterion referenced tests. These two tests differ in their intended purposes, the way in which content is selected, and the scoring process which defines how the test results must be interpreted.

Definition of Norm-Referenced Test

Norm-referenced tests are made with compare test takers to each other. On an NRT driving test, test-takers would be compared as to who knew most or least about driving rules or who drove better or worse. Scores would be reported as a percentage rank with half scoring above and half below the mid-point. This type of test determines a student's placement on a normal distribution curve. Students compete against each other on this type of assessment. This is what is being referred to with the phrase, 'grading on a curve'.

Definition of Criterion-Referenced Tests

Criterion-referenced tests are intended to measure how well a person has learned a specific body of knowledge and skills. Criterion-referenced test is a term which is used daily in classes. These tests assess specific skills covered in class. Criterion-referenced tests measure specific skills and concepts. Typically, they are designed with 100 total points possible. Students are earned points for items completed correctly. The students' scores are typically expressed as a percentage. Criterion referenced tests are the most common type of test teacher's use in daily classroom work.

Norm- Reference V.S Criterion-Referenced Testing

Norm-referenced tests compare an examinee's performance to that of other examinees. Standardized examinations such as the SAT are norm-referenced tests. The goal is to rank the set of examinees so that decisions about their opportunity for success can be made. Criterion-referenced tests differ in that each examinee's performance is compared to a pre-defined set of criteria or a standard. The goal with these tests is to determine whether or not the candidate has the demonstrated mastery of a certain skill or set of skills. These results are usually "pass" or "fail" and are used in making decisions about job entry, certification, or licensure. A national board medical exam is an example of a Criterion Reference Test. Either the examinee has the skills to practice the profession, in which case he or she is licensed, or does not.

Comparison of CRT/NRT Characteristics

Criterion-Referenced Tests	Norm-Referenced Tests
<ol style="list-style-type: none"> 1. To determine whether each student has achieved specific skills or concepts based on standards. 2. Measures specific skills which make up a designated curriculum. These skills are identified by teachers and curriculum experts. 3. Each individual is compared with a preset standard for acceptable achievement. The performance of other examinees is irrelevant. 4. Student's score is usually expressed as a percentage. Student achievement is reported for individual skills. 	<ol style="list-style-type: none"> 1. To rank each student with respect to the achievement of others in order to discriminate between high and low achievers. 2. Measures broad skill areas sampled from a variety of textbooks, syllabi, and the judgments of curriculum experts. 3. Each individual is compared with other examinees and assigned a score--usually expressed as a percentile. 4. Student achievement is reported for broad skill areas, although some norm-referenced tests do report student achievement for individual skills.

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