

Presentation on Stages of Test Construction

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Stage 1

Planning for the Test:

- Outline subject-matter content to be considered as the basis for the test.
 - Identify learning outcomes to be measured by the test.
 - Prepare table of specifications.
 - Choose appropriate type(s) of test items for evaluation of learning outcomes as summarized in the table of specifications.
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Stage 2

Preparing the Test

- Write test items according to rules of construction for the type(s) chosen.
- Select the items to be included in the test according to table of specifications.
- Review and edit items according to guidelines.
- Arrange items: decide on a) grouping of items, b) sequence of items within groups, c) sequence of groupings.

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- Prepare directions for the test; if necessary, prepare directions for individual items (e.g., matching type) or for sections (e.g., negative form of one-best response type).
 - Decide on method of scoring.
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Stage 3

Validity of the Test

- Valid tests measure what they actually were designed to measure.
 - Tests of validity:
 - 1. Content
 - 2. Criterion - related
 - 3. Construct
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Stage 4

Reliability of the Test

- Reliable tests measure what they were designed to measure consistently.
 - Methods of determining reliability:
 - 1. Test - retest method.
 - 2. Equivalent - forms method.
 - 3. Test - retest with equivalent forms.
 - 4. Internal consistency method.
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(A) objectivity

- It means that if the test is marked by different people, the scores will be the same.

(B) Comprehensiveness

- A good test should include items from different areas of material assigned for the test: e.g. (Dialogue, composition, comprehension, grammar, vocabulary, dictation).
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(C) Simplicity

- Simplicity means that the test should be written in a clear , correct and simple language, it is important to keep the method of testing as simple as possible while still testing the skill you intend to test (avoid ambiguous questions and ambiguous instructions.)

(D) Scorability

- Scorability means that each item in the test has its own mark related to the distribution of marks given by the ministry of education or a teacher.

(E) Practicality

- It is the relationship between the resources that will be required in the design , development and use of the test and the resources that will be available for these activities.
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Stage 5

Arranging Items

- The items should be arranged so that all items of the same type are grouped together.
- The items should be arranged in order of increasing difficulty.
- For some purposes, it may be desirable to group together items which measure the same learning outcomes or the same subject-matter content.

Stage 6

Writing Directions

- The directions for test should be simple and concise and yet contain information concerning each of the following:
 - 1. Purpose of the test.
 - 2. Time allowed to complete the test.
 - 3. How to record the answers.
 - 4. Whether to guess when in doubt about the answer.

Stage 7

Analyzing and Revising the Test

- Retain, edit as necessary, or discard items on basis of analysis outcomes.
 - Revise the test as a whole if necessary.
 - The difficulty of the item.
 - The discriminating power of the item.
 - The effectiveness of each alternative.
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Stage 8

Reproducing the Test

- Decisions need to be made regarding page size, type size, page layout (length of line, placing of items on page, provision for response, page numbers, arrangement of alternatives in multiple choice items), preparation of copy, proofreading.
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Stage 9

Administering and Scoring the Test

- Decisions need to be made regarding setting of time limits, observation of time limits, physical set-up, proctors (Someone who supervises an examination) distribution of test, scoring sheets, scoring method (by hand/machine).
 - Decisions need to be made regarding weighting of items according to table of specifications.
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Administering Tests

- When it is time to have students take the test, there are several things you should keep in mind to make the experience run as smoothly as possible:
- Have extra copies of the test on hand, in case you have miscounted or in the event of some other problem;
- Minimize interruptions during the exam by reading the directions briefly at the start and refraining from commenting during the exam unless you discover a problem;

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- Periodically write the time remaining on the board;
 - Be alert for cheating but do not hover over the students and cause a distraction.

Some basic tips for designing Test

- Create new tests each time you teach a course.
- Leave yourself time to write the test.
- Create a bank of questions during the term.
- Pay attention to the layout of the exam.



- Consider the following rules of thumb for how long students typically need to answer different forms of questions (McKeachie, 1999):
- One minute per objective-type question.
- Two minutes for a short answer requiring one sentence.
- Five to ten minutes for a longer short answer.
- Ten minutes for a problem that would take you two minutes to answer.
- Fifteen minutes for a short, focused essay.
- Thirty minutes for an essay of more than one to two pages.



Guidelines for Preparing the Final Draft Reviewing, Selecting and Editing Items

- Does each test item measure an important learning-outcome included in the table of specifications?
 - Is each item type appropriate for the particular learning outcome to be measured?
 - Does each item present a clearly formulated task?
 - Is the item free from extraneous clues?
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- Is the difficulty of the item appropriate for the students to be tested?
 - Is each test item independent and are the items, as a group, free from overlapping?
 - Do the items to be included in the test provide adequate coverage of the table of specifications?
 - Is the item stated in simple, clear language?
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THANK
YOU

