




OBJECTIVE TEST

Reporter: TCP

- 
- * What is Objective Test
 - * Categories of Objective Test
 - * Advantages and Disadvantages of Objective Test
 - * Types of Objective Test

What is Objective Test?

- It is generally call for single words, phrases, numbers, letter and other symbols as response to items.
- Is defined as one for which the scoring rules are so specific that they do not allow scorers to make subjective inferences or judgments.

Categories of Objective Test

- Selected Response Format
- Constructed Response Format

Selected Response Format

- Selection type
 - True or False
 - Matching Type
 - Multiple Choice

Constructed Response Format

- Supply type
 - Enumeration
 - Labeling
 - Identification
 - Completion type
 - Simple Recall

Advantages

- The sampling of the objective examination is more representative and so measurement is more extensive.
- Handicaps such as poor vocabulary, poor handwriting, poor spelling, and poor grammar and the like do not adversely affect the ability to make reply.

Advantages

- Scoring is not subjective because the responses are single words, phrases, numbers, letters and other symbols with definite value points and hence, the personal element of the scorer is removed.
- The objective test is better prepared than the essay test because there are principles to be applied in its construction.

Disadvantages

- It is harder to prepare.
- Generally, it measures factual knowledge only.
- It does not help in nor encourage the development of the ability of the students to organize and express their ideas.

Disadvantages

- It encourages memory work even without understanding.
- It is easier to cheat in an objective examination than in essay examination.

Types of Objective Test

- True or False
- Matching Type
- Multiple Choice
- Enumeration
- Labeling
- Identification
- Completion type
- Simple Recall

True or False Test Type

- An objective type test presented in a form simple declarative statement, to which the pupils respond indicating whether the statement is true or false. It is applicable to all learning areas.

Types of True or False Test

- Simple True or False
- Modified True or False
- True or False with correction
- Cluster True or False
- True or False with options.
- Fact or Opinion

How to construct the true or false type test?

- Do not copy statement from the book.
- As general practice, keep variety of proportions of true and false statements.
- Express your statement in a simple language as possible.
- Keep your sentences reasonably short or restrict them to have one central area.

How to construct the true or false type test?

- If you wish to score the papers right minus wrong (R-W), state so in the directions.
- Be very careful about the grammatical structure of the sentences.

Example:

Direction: Write T if the statement is true and F if the statement is false. Write your answer on the space provided before the number.

- T** 1. The serial number of the last score in ranking is the same as the number of cases.
- F** 2. Identify is the behavioral term of comprehension.
- T** 3. Synthesis proposes a plan for experimental from different areas into plan for solving problems.
- F** 4. Criterion-Referenced test is a measure which compares student's performance with other students' performance in the class.

Identification type of test

- An object type of test in a form of completion test which is defined, describe, explained or indicated by a picture, diagram or a concrete object and the term referred to is supplied by the pupil or student.

How to construct the identification type test

1. The definition, description or explanation of the term may be given by means of phrase or incomplete statement if its not indicated by a picture, diagram or complete object.
2. The statement should also be phrased that there is only one response.

How to construct the identification type test

Ex. Direction: Identify the following

_____1. The best and the most accurate measure of variability.

Answer: Standard Deviation

_____2. It is the process of evaluating a test of evaluating a test item to determine value, discriminating power and the effectiveness of the item.

Answer: Item Analysis



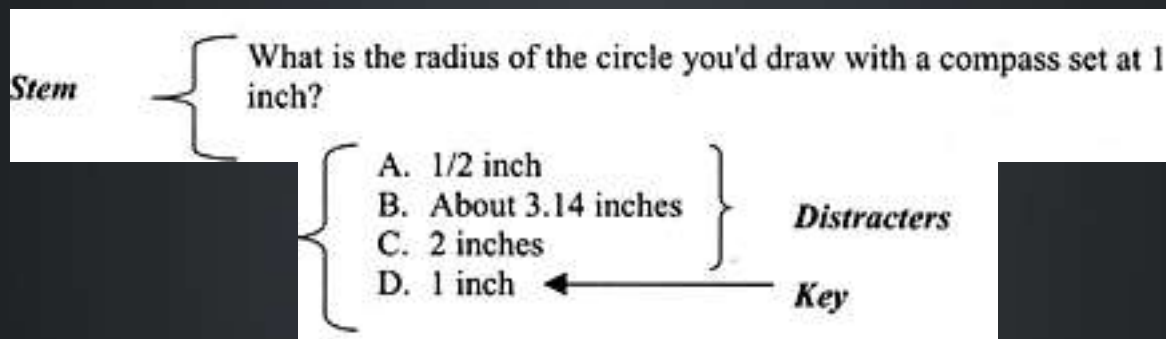
MULTIPLE-CHOICE TEST


Multiple-choice Test

- Is a test used to **measure knowledge outcomes** and other types of **learning outcomes** such as comprehension and applications.
- Most commonly used format in **measuring student achievements in different levels of learning.**

Multiple-choice item

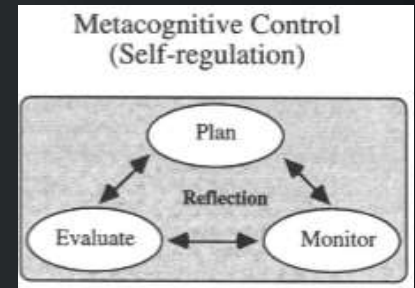
- Consist of three
 1. **Stem** – represents the problem question.
 2. **Keyed option** – correct answer
 3. **Distracters** – incorrect options or alternatives



- 
- General Guidelines of constructing Multiple-choice test
 - Guidelines for constructing the stem
 - Guidelines for constructing options
 - Guidelines for constructing Distracters
 - Examples
 - Advantages
 - Disadvantages

GENERAL GUIDELINES in Constructing the Multiple-choice Test

1. Make a **practical** test.
2. Use **diagram or drawing** when asking questions about application, analysis or evaluation.
3. Use **tables, figures, or charts** when asking question to interpret.



GENERAL GUIDELINES in Constructing the Multiple-choice Test

4. Use **pictures** when students are required to apply concepts and principles.
5. When ask to interpret or evaluate quotations, present **actual quotations**

26. "It is only the heart that one can see nightly; what is essential is invisible to the eye." From THE LITTLE PRINCE BY ANTOINE DE ST. EXUPERY

The aspiration drawn from quote is that

- a. Important things are visible to the eye
- b. There are things which the eye cannot see.
- c. It is better to see things with the heart
- d. Only the heart can see the beautiful things in life.

GENERAL GUIDELINES in Constructing the Multiple-choice Test

6. List of **choices vertically** not horizontally.
7. Avoid **trivial questions**.
8. Use **one correct answer** only.
9. Use to **three to five options**.
10. Be sure to use **effective distracters**.
11. Increase **similarity of the options**.
12. Do not use “none of the above” when asking for best for a best answer.
11. Avoid using “all of the above” options.

Guidelines in Constructing the Stem

1. The stem should be **written in question form or completion form.**
2. **Do not leave blank at the beginning or at the middle** of the stem in completion form.
3. **Clear and concise.**
4. In a positive form. Avoid using negative words, if you do underline or capitalize. Ex: Which of the following does not belong to the group?
Or which of the following does NOT belong to the group?
5. Stem is **grammatically correct.**

Example;

1. “World War 2 was:”

- A meaningful stem may instead ask “What was a contributing factor to the outbreak of WW2?”.

Which of the following was not a cause of the American Civil War?

No!

Which of the following was ~~not~~ a cause of the American Civil War?

Which of the following philosophical schools was most identified with the Greek Philosopher Aristotle?

A. Stoicism

B. Agnosticism

C. Platonism

D. Empiricism

- **Guidelines in Constructing Options**

1. One correct or best answer only.
2. List of options are vertical.
3. Avoid creating a pattern.
4. Options must be homogenous in content.
5. As much as possible options must be in the same length.
6. Avoid the phrase “all of the above”, “none of the above” or “I don’t know.”

Which of the following philosophical schools was most identified with the Greek Philosopher Aristotle?

A. Stoicism

B. Agnosticism

C. Platonism

D. Empiricism

- **Guidelines in Constructing Distracters**

1. The distracters should be plausible.
2. Should be equally popular with the rest of the options.

IMPLAUSIBLE ALTERNATIVES

Who gathered the data that helped reveal the structure of DNA?

- A. Francis Crick
- B. George Washington
- C. James Watson
- D. Rosalind Franklin
- E. Snoopy

Example of Multiple-choice Items

1. Knowledge Level

- The students are required only to recall.

The most stable measures of central tendency is the _____.

- A. Mean
- B. Mean and Median
- C. Median
- D. Mode

2. Comprehension Level

- the students are required to describe.

Which of the following statements describe normal distribution?

- A. The mean is greater than the median.**
- B. The mean median and mode are equal.**
- C. The scores are more concentrated at the other part of the distribution.**
- D. Most of the scores are high.**

3. Application Level

- the students are asked to apply.

What is the standard deviation of the following scores of 10 students in mathematics quiz, 10, 13, 16, 16, 17, 19, 20, 20, 25?

- A.3.90**
- B.3.95**
- C.4.50**
- D.4.25**

4. Analysis Level

- the students are required to distinguish.

What is the statistical test used when you test the mean difference between pre-test and post-test?

- A. Analysis of variance**
- B. T-test**
- C. Correlation**
- D. Regression analysis**

Advantages;

- Measures learning outcomes.
- Scoring is highly objective, easy and reliable.
- Scores are reliable than subjective type of test.
- Distracters can provide diagnostic information.

Disadvantages;

- Time consuming
- Difficult to construct plausible distracters.
- In some cases, there are more than one possible answer.
- Ineffective in assessing problem solving skills of the students.
- Not applicable in assessing the students' ability to organize and express ideas.



GOAL

Our goal is to design questions that students who understand will answer correctly and students who do not understand will answer incorrectly.

Completion type Test

- An objective type of test that includes series of sentences which certain important words of phrase has been omitted for the pupils to fill in a sentence may contain one or more blanks and the sentences may be disconnected or organized into a paragraph. Each blanks counts one point.

How construct completion type of test

- Omit only words that are essential to the meaning of the statement or sentence.
- Do not omit any words in a statement. The statement may lose its meaning.
- Make the blanks equal in length to avoid clues. Long blanks suggest long answers, short blanks suggest short answers.

Example

- Direction: Fill up the blanks with the correct answer.
1. The Father of educational testing is _____.
Answer: Edward L. Thorndike 2. Alfred Binet a French psychologist and also known as the _____.

Simple Recall Test

- Objective type of test that sometimes require the student to supply an answer to direct question and sometimes require him to complete a statement where a word or phrase has been omitted.

How to construct Simple Recall Test

- Do not lift statement from the book verbatim.
- Frame the questions so that one correct answer is possible.
- Avoid extraneous hints that give the students clues to the answer.
- Design the test items so that the blank comes at the end of the statement.

How to construct Simple Recall Test

- If the item requires the pupils to compute figures in order to arrive at an answer, always indicate the units to express the answer, whether it is feet, inches or in seconds, minutes or hours and minutes.

Example

Direction: Follow the directions in each of the problem below. Write the answer to each problem in the blank provided at the left. You may use the side of this sheet for computation.

14.90 1. The following are the scores of Mathematics student 18, 12, 16, 10, 10, 22, 15, 13, 17, & 18. What is the mean?

A. Benit 2. Who is the father of mental/modern testing?

Labeling Type Test

- An objective test in which the names of parts of diagrams, map, drawing or picture are to be indicated.

How to construct the labeling type of test

- Make the diagram, map, drawing or picture to be labels very clear and recognizable especially the parts to be labeled.
- The parts to be labeled should indicate by the arrows so that labels can be written in a vertical column in a definite place and not on the face the diagram, map, drawing or picture.
- Labeling can be matching type of test if the labels with some extras are given.

Enumeration Type Test

- An objective type test in which there are two or more responses to an item.