

لجنة التحضير

A SEMINAR ON TEST CONSTRUCTION

Prepared and presented by:

Dr. Said Abubakar Sheikh Ahmed

30/7/2019

What is a test?

□ It is a formal and systematic instrument designed to assess the quality, ability, skill or knowledge of the students by giving a set of question in uniform manner.

TYPES OF TEST

Type of Test	Purpose
Diagnostic Test	To identify a student's strengths or weaknesses in specific areas
Placement Tests	To determine which would be the most appropriate class or level in which to place a student so that teaching is appropriate to their needs.
Achievement Test	To evaluate how much a learner knows from a defined amount of course or class work

CHARACTERISTICS OF GOOD TEST.

❑ **1- Valid:** This refers to what the test really measures, and it is always after measuring the targeted competences.

❑ **A valid test should have:**

- **Face Validity:** is the physical appearance of the instrument to make it readable and understandable
- **Content Validity:** -to reflect the curricular objectives and competences.



CHARACTERISTICS OF GOOD TEST.

- **2. Reliable:** If it is taken again by (same students, same conditions), the score will be almost the same regarding that the time between the test and the retest is of reasonable length



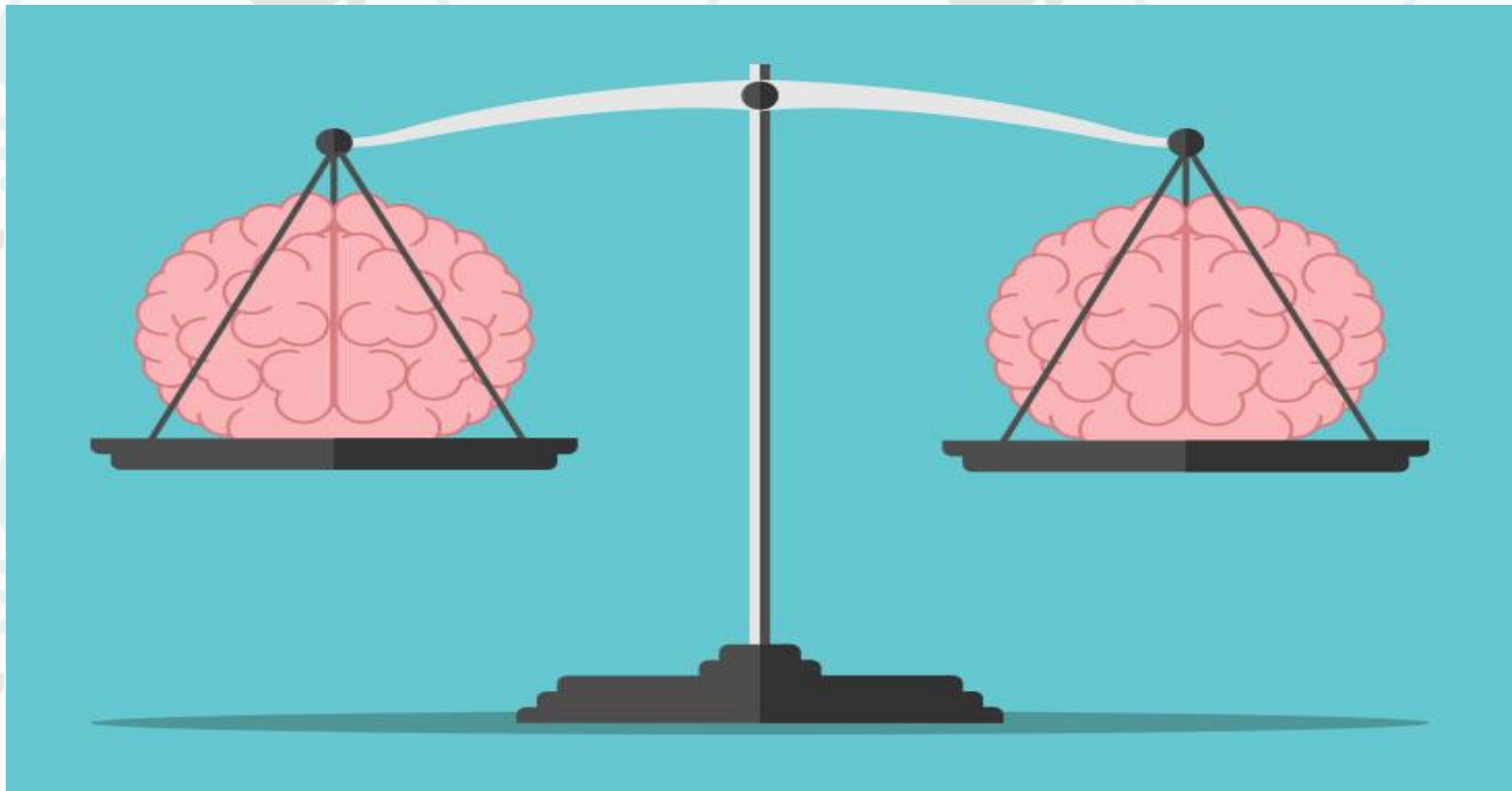
CHARACTERISTICS OF GOOD TEST.

- 3. **Practical**: It is easy to be conducted, easy to score without wasting too much time or effort.
- 4. **Comprehensive**: It covers all the items that have been taught or studied.



CHARACTERISTICS OF GOOD TEST.

- 5&6. **Balanced and Appropriate in difficulty:** It is neither too hard nor too easy.



CHARACTERISTICS OF GOOD TEST.

- **7. Clear:** Questions and instructions should be clear
- **8. Appropriate for time:** A good test should be appropriate in length for the allotted time



CHARACTERISTICS OF GOOD TEST.

- 9. **Objective:** If it is marked by different teachers, the score will be the same. Marking process should not be affected by the teacher's personality. Questions and answers are so clear and definite that the marker would give the students the score he/she deserves.



CHARACTERISTICS OF GOOD TEST.

- 10. **Economical:** It makes the best use of the teacher's limited time for preparing and grading and it makes the best use of the pupil's assigned time for answering all items. So, we can say that oral exams in classes of +30 students are not economical as it requires too much time and effort to be conducted



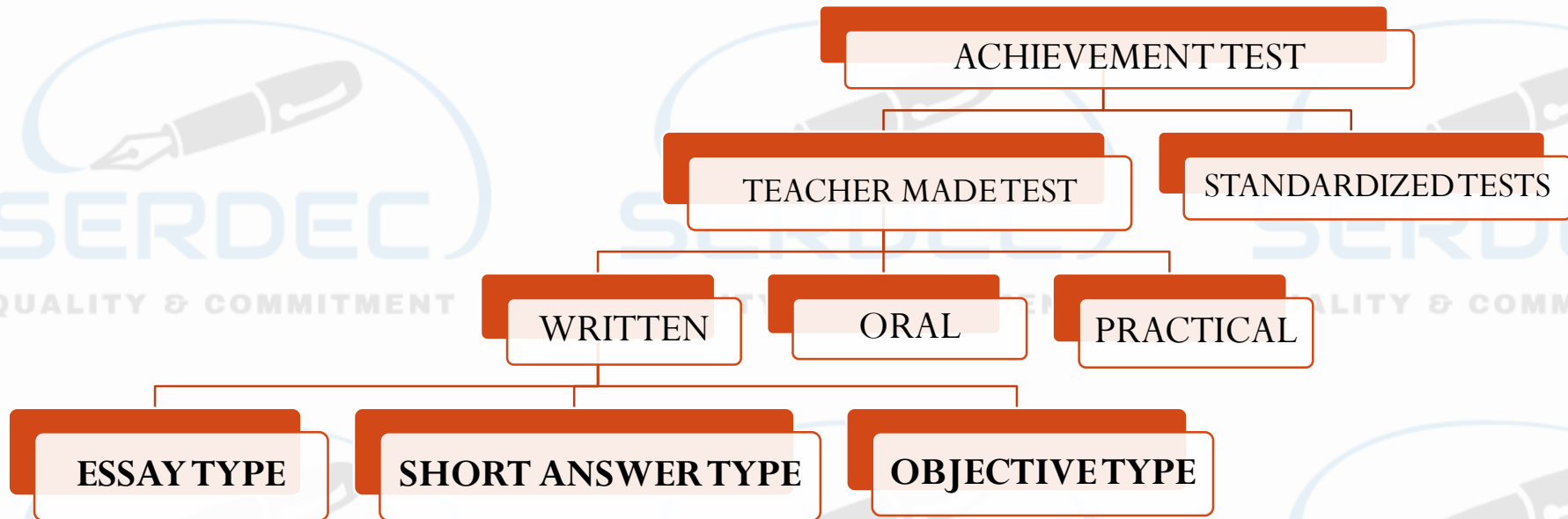
THE MOST PROMINENT STANDARD TOOLS OF TESTING

- **Achievement Tests**
- **Intelligence Tests**
- **Interest**
- **Attitude**
- **Ability**
- **Aptitude:**
- **Personality**

Achievement Tests

- **Achievement test measures learners' accomplishment resulting from learning or instruction in the class. It is purposely designed to measure the learners' acquisition of some knowledge or skills.**

TYPES OF ACHIEVEMENT TESTS



Steps of Test Construction

- ❑ Limitation of Objectives
- ❑ Content Analysis
- ❑ Preparation of Specifications Table
- ❑ Determining the number of questions
- ❑ Determining type of questions
(objective test and subjective test)
- ❑ Writing test items(Arranging the items
,Directions, Reviewing and editing)
- ❑ Application

Educational Objectives

- There are three domains of educational objectives (Bloom taxonomy) which are:
 - The Knowledge/ Cognitive Domain
 - The Affective Domain
 - The Psychomotor Domain

The Knowledge/ Cognitive Domain

- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**

Affective Objectives

- **Receiving**
- **Responding**
- **Valuing**
- **Organization**

Psychomotor Domain

- Psychomotor learning is demonstrated by physical skills
- such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in athletic performance

Preparation of Specifications Table

- It is a content outline shows the content subject with specifying objectives and a concentration ratio of each. There are steps of preparation of specification table as following:
 - Designing specification table.
 - Determining the percentage (concentration ratio) for each topic of content, where the concentration ratio = $\text{number period of topic} \div \text{total period of subject} \times 100$.
 - Determining the percentage of target levels this depend on teacher 's experience.
 - Determining the number of test questions..

SPECIFICATIONS TABLE

NUMBER OF QUESTIONS =30 AN EXAMPLE

	Knowledge 30%	Comprehen sion 30%	Application 15%	Analysis 10%	Synthesis 10 %	Evaluation 5%	total
Unit One 30%	2.7	2.7	1.3	0.9	0.9	0.45	8
Unit Two 40%	3	3	2	1	1	1	11
Unit Three 20%	1.8	1.8	0.9	0.6	0.6	0.3	5
Unit Four 10%	0.9	0.9	0.4	0.3	0.3	0.15	2
Total	7	7	3	2	2	2	26

- ***According to the table- above we can calculate as the following:**
- **Number of questions for each part of the unit = percentage level of the objective × percentage of unit x total number of questions (30 questions as an example).**

WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



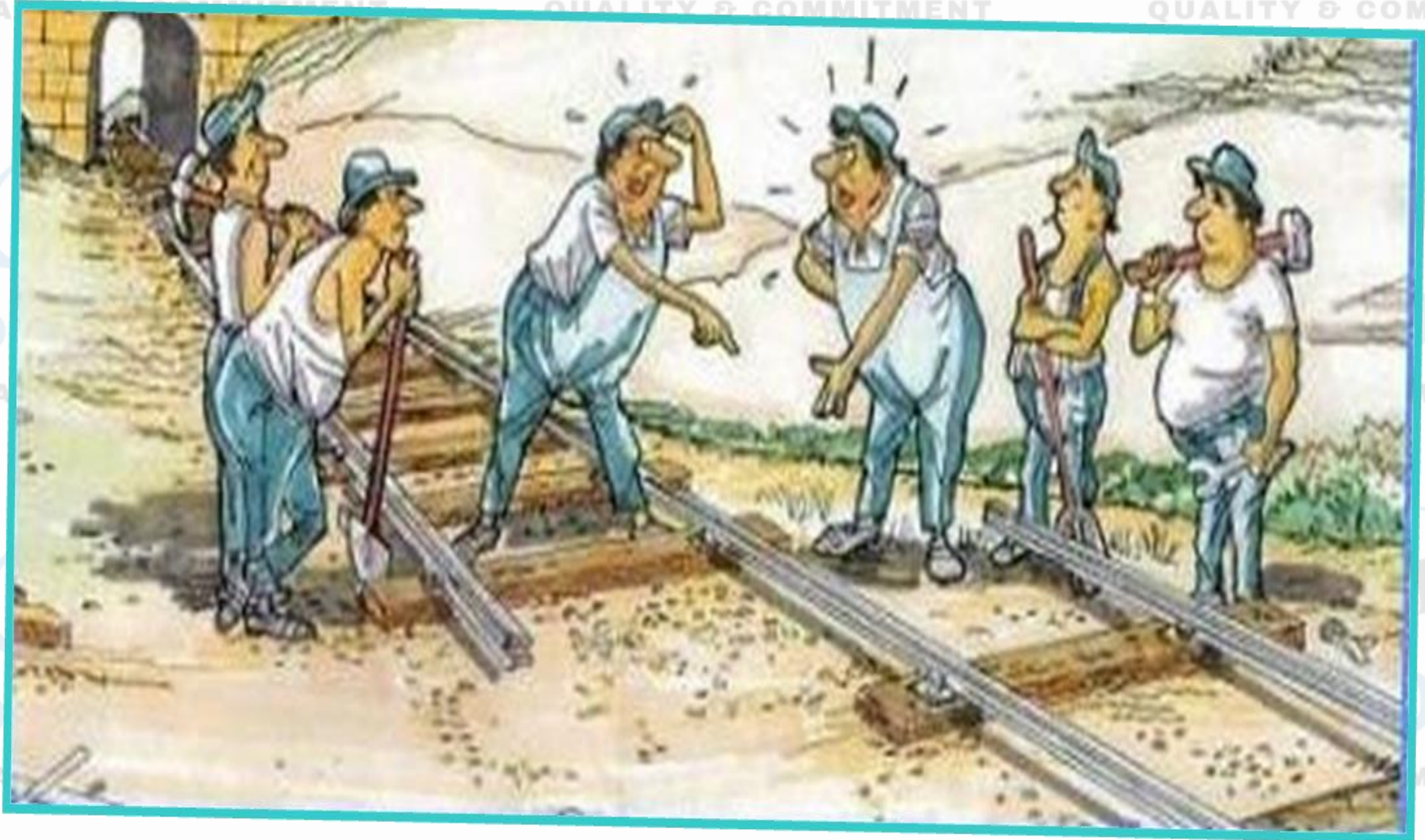
WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



WHAT DOES THIS IMAGE SHOW?



THE END

سبحانك اللهم وبحمدك أشهد
أن لا إله إلا أنت أستغفرك
وأتوب إليك