TOPIC

PREPARING THE TEST

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UNIVERSITY OF PESHAWAR

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**Steps in preparing the test**

**1-Identification of objectives**

Carefully define your instructional objectives. Without well defined, specific and clear instructional objectives it will be very difficult to provide for optimal learning on the part of the students and optimal instruction on the part of the teacher.

**2. Table of specification**

Prepare a table a specification and keep it before you, and continually refer to it as you write the test item. You will recall that the test blueprint or table of specification relates the course objectives to the subject matter content.

**3. Nature of the test**

First of all specify the nature of the test. Whether the test will be objective or subjective and will be oral or written. And how many types of items you will include in the test.

**4. Actual writing/construction of items**

While constructing the test the following suggestions should be followed.

**a) Item bank/preliminary draft**

The preliminary draft of the test should be prepared as early as possible. Many teachers find it desirable to jot down items to be included in the test day by day as the teaching progress. This is reasonable assurance that no important point in the course will be omitted in the test.

**b) Prepare more items than you will actually need**

Every teacher should prepare extra test items to replace those discarded in the review process.

**c) As a rule test should include more than one type of item**

A variety of test items is likely to be more interesting and less monotonous to the students than a single form.

**d) All the items of a particular type should be placed together in the test**

The aim should be to make the instructions so clear that the weakest pupil in the group knows what he is expected to do, although he may not be able to do it. The pupil should be told how and where to make the items, the time allowed to do so, and any reduction for errors to be made in scoring. The amount of detail required will depend upon the maturity of the pupil and their experience with that particular type of test. To very young children for example, it will be better to say “draw a line under” rather than underline, and “draw a ring around the right answer “rather than encircle the correct response.

**f) From easy to difficult**

The content of the test should range from very easy to difficult for the group being measured. In the start the items should be easy and difficult items should be placed in the end.

**g) The items should be so phrased that the content and the form of the statement will determine the answer**

For example: logic is the study of reasoning so define and explain logic. **Avoided**

Define logic and explain in your own words.

**h) Enough space should be provided for writing the required answer**

**i) Give ample time**

Sufficient time should be given to the students according to the nature and number of items in the test.

**j) Formulate the questions so that the task is clearly defined to the students**

For example:

Compare PPP and PML (N). **Avoid**

Compare the economic policy of PPP and PML (N).

**k) A regular sequence in the pattern of responses should be avoided**

The order of responses should be a chance order rather than a regular pattern.

Avoid a, b, c, d, or aa, bb, cc, dd pattern.

**l) Use clear and easy wording/language**

The language that a teacher used in a test should be simple, easy and clear so that the students can easily understand the required task and cannot get confused.

After the construction the test should be reviewed and edit to give final shape to the test.

**5. Review and editing**

Subsequent editing should occur some days after the item has been written. This will allow the item writer to look at his/her items with a fresh perspective so that hopefully he/she will be able to see any errors may have originally missed. The best approach is to have a fellow teacher (one who teaches the same subject matter) review the test items and drrections.

**6. Final shape**