

TESTING, EVALUATION AND BLUE PRINT



WHAT IS MEASUREMENT?

WHAT IS ASSESSMENT?

WHAT IS EVALUATION?

TYPES OF TESTS

**OBJECTIVE TYPE, ESSAY TYPE AND
STRUCTURED TYPE**

HIERARCHICAL ORDERS OF KEY WORDS

CONSISTENCY

RESULTS ANALYSIS

TABLE OF SPECIFICATION (BLUE PRINT)

Measurement, Assessment and Evaluation



Measurement- a common tool is used, a yardstick, a level, a quantity, numerical.

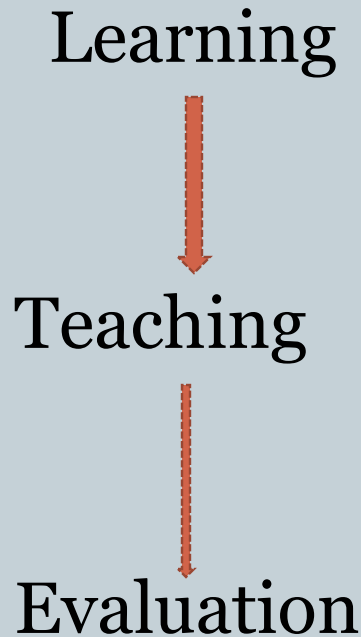
Assessment-an understanding, collection of information, a search, a research, comparison, interpretation of information

Evaluation- see for objectives, collection of information, analysis, interpretation, grading selecting and finding.

Evaluation And Assessment

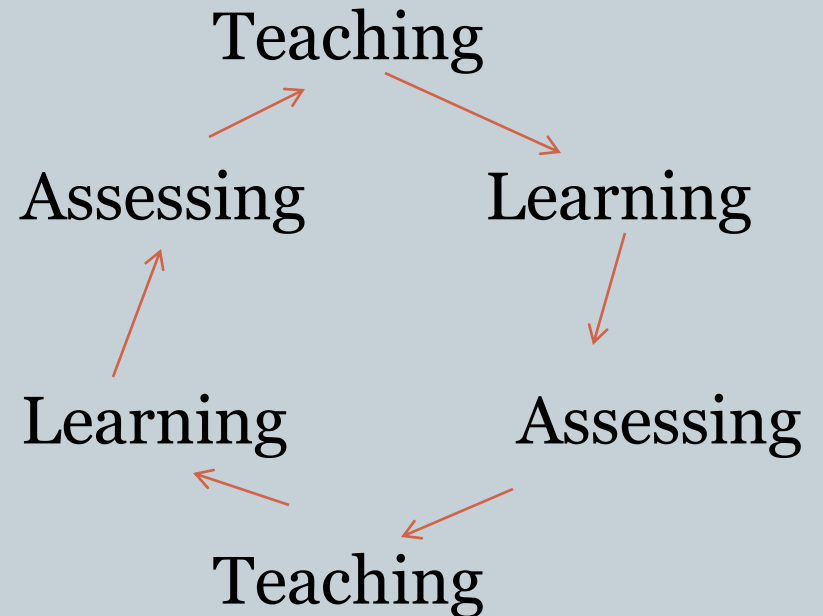
Evaluation

- A Linear Process



Assessment

- A Cyclical/circular Process



EVALUATION AND ASSESSMENT



- **EVALUATION**

Evaluate cognitive skills,

Gradings

excellent, better, good, satisfactory, fail,

- **ASSESSMENT**

Assess cognitive skills, social skills.

Affective skills,

Psychomotor skills,

personality,

Assess competencies

Types of Tests



Achievement Tests

GCE (O/L), GCE (A/L) COURSE END TESTS
ETC

Selection Tests

APTITUDE TESTS, SELECTION TESTS, GIT,
TOEFEL, SAT etc.

Evaluation



- **Formative Evaluation**
(An on-going/continuous process)
Criterion referenced
Feedback,
methodology of teaching,
corrective measures,
personality differences,
students achievements

- **Summative Evaluation**
(Finalizing process)
Norm referenced
grading,
assurance of
achievement,
efficiency /efficacy of
teachers,
certification

Objective Tests



- **Supply Type**

- Short Answer Type
 - Filling the Blanks Type

- **Selection Type**

- Matching Type
 - Two alternative Type
 - M.C.Q.Type
 - question type
 - Incomplete sentences
 - Negative type
 - Combined response type
 - Best Answer Type
 - Multiple Response type
 - Substitution Type
 - Double Statement Type
 - Assertion and reason Type

Essay Type Questions



- No definite answer
- Subjective
- Expertise to mark
- Freedom for response/ free to think and argue
- Organized answer
- Present personal views
- Complex mental abilities (analysis, synthesis , evaluation etc.)
- Freedom for selection
- Attitudes tests

Disadvantages



- Limited number of Questions
- Difficulty in covering the whole syllabus
- Subjectivity of the examiners
- No consistency in marks
- Identifiability of the examinees in limited course participants

Structured Essays



- “In betweenness”
- Limits of indications/confining to required answer
- Helping hand
- Short answers aimed
- Inclination towards complex Q/A
- Adequate information provided
- Less time wastage

Approaches to Structuring



- Traditional/conventional approach
- Structuring by Modeling
- Structuring through the given information
- Structuring through tasks
- Structuring according to marking scheme



Hierarchical levels of Items

Hierarchical levels of the item are strictly connected to expected or observed learning outcomes:

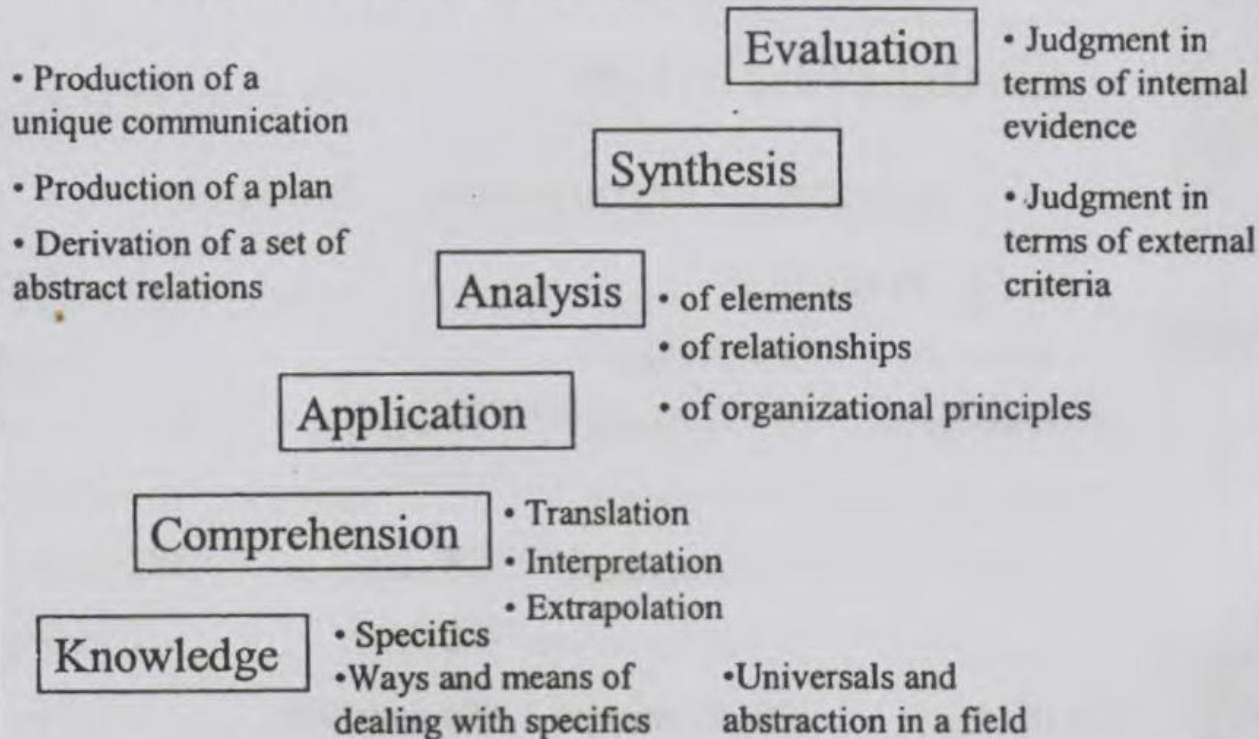
What kind of performance we are expecting from the learner?

There are several ways of categorize learning outcomes:

- Bloom's taxonomy
- Solo taxonomy
- Ebel's classification
- ETS classification (1959)
- CEEB classification
- ...



Hierarchical levels of Items¹



1) Based on Metfessel N, Michael WB, and Kirsner DA 1969. Instrumentation of Bloom's and Krathwohl's taxonomies for the Writing of behavioral Objectives. *Psychology in the Schools*. 6, 227-231



Hierarchical levels and Key Words

Knowledge

- Specifics
- Ways and means of dealing with specifics
- Universals and abstraction in a field

Key words:

- To define
- To distinguish
- To acquire
- To identify
- To recall
- To recognize



Hierarchical levels and Key Words

Comprehension

- Translation
- Interpretation
- Extrapolation

Key words:

- To translate
- To change
- To draw
- To differentiate
- To transform
- To rephrase
- To explain
- To determine
- To give in words
- To interpret
- To demonstrate
- To extend
- To illustrate
- To rearrange
- To estimate
- To interpolate
- To prepare
- To differentiate
- To infer
- To extrapolate
- To read
- To distinguish
- To conclude
- To fill in
- To represent
- To make
- To predict
- To classify



Hierarchical levels and Key Words

Application

Key words:

- To apply
- To generalize
- To relate
- To choose
- To develop
- To organize
- To use
- To employ
- To transfer
- To restructure
- To classify



Hierarchical levels and Key Words

Analysis

- of elements
- of relationships
- of organizational principles

Key words:

- To distinguish
- To discriminate
- To analyze
- To detect
- To recognize
- To contrast
- To identify
- To categorize
- To compare
- To classify
- To deduce



Hierarchical levels and Key Words

Synthesis

- Production of a unique communication
- Production of a plan or proposed set of operation
- Derivation of a set of abstract relations

Key words:

- To write
- To originate
- To specify
- To tell
- To modify
- To develop
- To relate
- To document
- To organize
- To produce
- To propose
- To synthesize
- To constitute
- To plan
- To classify
- To transmit
- To design
- To deduce



Hierarchical levels and Key Words

Evaluation

- Judgment in terms of internal evidence

- Judgment in terms of external criteria

Key words:

- To judge
- To argue
- To validate
- To assess
- To decide
- To consider
- To compare
- To contrast
- To standardize
- To appraise



consistency



- **Validity-** It should test what it aimed to test not something else

Face Validity- by look at the Q paper we understand
Content Validity - by the content of the Q paper

- **Reliability-** The results should not change over time or over Examiners. (can be calculated statistically- co-efficient- correlation)

Analysis of Results



- Analysis of results as a whole
- Item analysis

Difficulty Index

Potentiality Index