

TEST DEVELOPMENT & ADMINISTRATION: PEDAGOGY TRAINING FOR UNIVERSITY LECTURERS , HELD ON 15TH NOVEMBER 2018 ,FOR KIRIRI WOMENS' UNIVERSITY OF SCIENCE & TECHNOLOGY

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Testing is a very important part of teaching and many university lecturers are not trained in the art of teaching and testing. So lecturers need regular training in pedagogy. They require to be trained in the following areas: use of Blooms objective taxonomy, test item development, table of test construction, moderation and validation of tests, proof reading, invigilation, marking and interpretation of test scores

TEST DEVELOPMENT AND ADMINISTRATION

What is a test?

It is the measure of a student knowledge, skill and aptitude or physical fitness for various purposes.

A good test should be valid and reliable because its test items ask test takers to perform a specific task or objective e.g. uses a formula, expression, application or concept.

Test item format includes;- multiples choices A,B,C,D, -Essays- Fill in;- short answers – completion T/F, matches- performance;- Extended response, - Restricted response.

Steps in making a test

1. Have clear lesson/course/learning objectives that follow blooms taxonomy in the following: Remembering (memory)-knowledge
2. Understanding- interpreting- classifying, summarizing, comparing, explaining, discussion e.t.c
3. Applying: carrying out a procedure sample table of test specification to come here.
4. Analyzing: breaking into parts.
5. Evaluating: critique, judgment.
6. Creating or synthesis: putting elements together.

Step 2: Test item development

- Using key item test towards make a rough draft of your test.
- Proof read or let somebody do for you in your department or specialization.

- Indicate any special instructions for the learners like time, number of questions to be tackled, additional requirements like graph papers, number of candidates etc.

Step 3: Final test write down.

- Proofread again for any unfair words or sections of a question.

Step 4: Present your test for safe keeping and moderation.

- During moderation let somebody read your test, listen for comments and adjust accordingly by pen.
- Refine your final draft.

Test validation

- Ensure your test is accurate for its intention especially through use of clear languages and content.
- Never provide clues to test takers.
- Avoid words like never and always etc.
- Avoid detailed, long, textbook language.

Sample Table of Specification

	Remember	Understand	Apply	Analyze	Evaluate	Create
Definition	*					
Example		*				
Objective item			*			
Compare				*		
Evaluate					*	
Create						*
TOTAL NO OF ITEMS						100%

Test Reliability: Ensure your test is stable and useful over time.

Test Administration Procedures

- Exam should be ready-typed, sealed before exam day.
- Invigilators should be given all relevant exam materials like attendance list, rules, and additional paper.
- Exam should start on time to reduce student anxiety.
- Students should not be let into exam room with caps, coats, phones etc.
- Every student should have identification papers, set a good distance from one another.
- Upon sitting down, invigilator to read main exam rules.
- Then distribute booklets.
- Tell students to fill detail on the booklet least they forget some revision items like their registration numbers.
- Distribute question papers as quickly as possible after confirming that this is correct paper (code and title).
- Then tell the students what time it is and start.
- Half way tell students remaining time, give exam attendance form for signing.
- Keep on moving, checking for any problem or suspicious activity.
- 5 minutes before end time, remind students they are about to finish.
- One invigilator to stand at the exit to collect booklets as students leave.
- Count the number of booklets and sign.

Marking

After receiving booklets for marking, randomly pick a few of them, read the questions without marking to get an opinion of what you expect.

- Then start marking
 - a single question
 - a single student's paper
 - When you are very sober, especially in the morning.
- Indicate marks awarded on right or left margins and total for every question marked .
- There are no $\frac{1}{2}$ marks.

Interpretation of test scores.

- After marking casually determine the range and mean distribution which should be normally distributed.

Why do students cheat in an exam?

- Poor preparation.

- Pressure from parents, teachers, peers and society.
- To ensure they go to the next level.

REFERENCE

Anderson, L. (2006) *Revised Bloom's Taxonomy*, paper presented at North Carolina Career and Technical Education Curriculum Development Training.

Raleigh, NC, Chamber Lain, V.Js (2003) *Creative Instructional methods*, NY, MC Graw Hill