

ASSESSMENT FOR LEARNING

UNIT 8: STANDARDIZED TESTS

Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

8.1 STANDARDIZED TESTS

A standardized test is a systematic procedure in which apparatus and scoring have been fixed so that precisely the same test can be given at different times and places.

The process of the Standardization of a test demands a critical analysis of the (i) Subject matter, (ii) Rigorous planning, (iii) More accurate construction of test items and (iv) Analysis and refinement conditions for administration and scoring.

8.1.1 CONCEPT OF STANDARDIZED TESTS

Standardization means uniformity of procedure in scoring, administering and interpreting the results. Standardized tool is one for which norms have been established. A standardized test is prepared after several trials of a test to a large number of students.

8.1.2 CHARACTERISTICS OF STANDARDIZED TESTS

The Characteristics of Standardized tests are as follows: (i) *Content is standardized*: Item-selection done by competent judges, (ii) *Administration is standardized*: Fixing Direction and time limits, (iii) *Scoring has been standardized*: Rules of rules and preparation of scoring key and (iv) *Interpretation has been standardized*: Provision of norms.

8.1.3 IMPORTANCE OF STANDARDIZED TESTS

The Importance of Standardized tests are as follows: (i) Gives impartial information about an individual, (ii) Provides information in much less time than by any other devices, (iii) Tests measures those aspects of behaviors which otherwise could not be obtained and (iv) These tests discover behaviour even in shy children in subjective observations.

8.1.4 STEPS IN PREPARING A STANDARDIZED TEST

The following are the steps in the preparation of Standardized test:

(i) *Planning the Test*: Objective type questions have more weightage and are convenient to analyze statistically and also for refinement. These tests ensure cent per cent objectivity.

(ii) *Writing the test items*: The panel should prepare the test items and it should be through review and scrutiny. Then they should be tried out to overcome the errors.

(iii) *Testing the items*: After the careful construction of the test, it should be administered on a sample of population in order to avoid some of the drawbacks.

(iv) *Preparing the final form*: Items are selected from the refined ones, which are pre-tested.

(v) *Driving norms*: Norms are the tables of information necessary for the interpretation of the test scores and are obtained by giving the particular test to a large and representative sampling of pupils in the same grades and of a type similar to the group with which the teacher will use the test.

(vi) *Establishing final validity and reliability*: When all the care is taken to plan the test and when all items have been refined on the basis of a pre-test, then it is known that the test is valid and reliable.

(vii) *Scoring*: These tests should be manually scored or machine scored. Machine scoring is more accurate but at times expensive.

(viii) *Interpreting and using results*: The scores are interpreted and converted into norms. It is difficult to interpret these tests. It has a variety of purposes. After the interpretation, the results are used for (i) Placement and grouping students, (ii) Diagnosis of learners, (iii) Evaluation of instructional materials and methods, (iv) Appraisal of achievement, (v) In curriculum research and planning and (vi) Motivation.

Preparation of Standardized test is highly a sophisticated process requiring technical competence of high quality, deep understanding of subject matter and an actual experience of teaching. A single person cannot possess the entire thing; so we need a cooperative effort of a panel comprising content specialists, test designers and practicing teachers.

8.1.5 ADVANTAGE OF STANDARDIZED TEST

The Advantages of a Standardized test are as follows: (i) Standardized Tests are used to compare with an outside group. (ii) It helps in quality control, curricular evaluation, counseling, and identification of exceptional students. (iii) It is more reliable and valid. (iv) Standardized Testing can hold schools and teachers accountable. (v) These tests are associated with instructional framework or established standards providing the teachers with assistance for when and what should be taught. (vi) Standardized tests have been naturally objective. (vii) These tests are usually scored by the computers or by persons who are not known by the students. (viii) These tests allow the students in schools and states to get into comparison. (ix) These tests have been giving accurate and reliable comparisons in between sub-groups. Such sub-groups involve data on socio-economic status, ethnicity and special needs. (x) A standardized test is very practical. It is less time consuming and easier to administer. (xi) With standardized testing, the students are challenged to meet a common standard by acquiring skills and content that goes beyond the minimum requirements.

8.1.6 DISADVANTAGE OF STANDARDIZED TEST

The Disadvantages of a Standardized test are as follows: (i) Standardized test items are not parallel with typical classroom skills and behaviors. (ii) Since general knowledge is assessed, educators cannot use standardized test results to inform their individual instruction methods. (iii) Standardized test items do not assess higher-level thinking skills. (iv) Standardized test scores are greatly influenced by non-academic factors, such as fatigue and attention. (v) Standardized testing makes various teachers to “teach to the tests” only. Such practice hinders the overall learning potential of the student. (vi) Standardized

tests can evaluate the student's individual performance than his/her overall growth throughout the year but not the single performance alone. (vii) It makes great stress on both the students and the educators. The best teachers are quitting their profession daily due to the stress of preparing their students to work on standardized testing. (viii) It generally affects the way teachers teach the students. It typically affects the value of learning in the classroom.

8.2 TEACHER MADE TESTS

Teacher made tests are classroom tests and are developed by the teachers. These tests assess students' learning every period of time or after a particular unit of study. Basically teacher made tests are used to evaluate the progress of the students in school. The specific use of these tests varies from school to school and teacher to teacher. Classroom evaluation instruments should not be restricted to the conventional paper and pencil achievement tests. But, some of the more important instructional objectives cannot be evaluated by these tests; hence the researcher should use rating scales, check lists and other observational techniques as well.

8.2.1 ADVANTAGES OF TEACHER MADE TESTS

The Advantages of a Teacher made test are as follows: (i) The test results can be used for students, teachers, and for other administrative purposes. (ii) These tests are very simple to use. (iii) Easy for the students. (iv) Teachers can assess the strengths and weaknesses of students. (v) Tests are conducted continuously and children get immediate feedback. (vi) Teachers can understand the need for re-teaching concepts and can decide remedial instruction. (vii) Teacher made tests devised by the teachers are to meet their various needs and directives. (viii) Provide feedback for teachers as to assess the effectiveness of teaching methods. (ix) Motivate the students. (x) Assess degree of student's progress with reference to classroom activities.

8.2.2 DISADVANTAGES OF TEACHER MADE TESTS

The Disadvantages of a Teacher made test are as follows: (i) Tests are ambiguous and unclear. (ii) Tests are either too short or too lengthy. (iii) Tests do not cover the entire content. (iv) Tests serve limited purpose. (v) Tests are usually speedily conducted. (vi) Many questions have been set from last year's question paper.

8.3 STANDARDIZED TESTS FOR MEASURING INTELLIGENCE

(Please refer Class notes given in Unit 5 for definition of Intelligence, examples of Intelligence tests, classification of Intelligence tests, advantages and disadvantages of Intelligence tests)

First Intelligence test was introduced in 1905 by Alfred Binet. The importance of Intelligent Quotient (IQ) was introduced by William Stern in 1912. Intelligence is the ratio between Mental Age (MA) and Chronological Age (CA). Intelligence Quotient is 100 times of this ratio. $IQ = (MA / CA) \times 100$

(Please check class notes given in Unit -5 for the classification of Intelligence tests, advantages and disadvantages of Intelligence tests)

8.4 STANDARDIZED TESTS FOR MEASURING ATTITUDE

Attitude denotes the sum total of man's inclination and feeling, prejudice, pre-conceived notions, ideas, fears, threats, and convictions about any specific objects. It is a complex mental state involving beliefs, feelings, values, and disposition to act in certain ways. An attitude is an organized response in a favourable or unfavourable manner toward a specific class of object. In simple words attitude means – *What you think. – What you do. – What you feel.*

For example, *Teacher Attitude Inventory* by S.P. Ahluwalia is a test on attitude of Teachers on six dimensions (i) Teaching Profession, (ii) Class-room Teaching, (iii) Child-centered Practices, (iv) Educational Process, (v) Pupils and (vi) Teachers contains a total of 90 items standardized on the teachers. *(Please also refer typed notes given for Unit 3 in Section 3.7 (d) for this Attitude part)*

8.5 STANDARDIZED TESTS FOR MEASURING APTITUDES

(Please refer typed notes and Class notes given for Unit 3 in Section 3.7 (e) for this Aptitude part)

(Please refer Class notes given for Unit 5 for the differences between Aptitude tests and intelligent tests)

8.6 STANDARDIZED TESTS FOR MEASURING INTEREST

Interest is a feeling or emotion that causes attention to focus on an object or an event or a process. Interest is the feeling that prompts us to spontaneous activity. Once an interest is aroused in studies, games, literature and good conduct, the child will consider no sacrifice and effort too great to attain proficiency. Interest as feeling of liking associated with a reaction either actual or imagined, to a specific thing or situation

For example, *Strong Interest Inventory (SVI)* by E.K. Strong is an interest inventory used in career assessment and career opportunities. The test was developed in 1927 to help the people existing the military find suitable jobs. The test will be typically being taken in the 25 minutes after which the result must be scored by the computer. After scoring an individual can then view how their personal interests compare with the interests of people in specific career field. The Result Includes: Scores on the level of the interest on each of six Holland codes or general occupation themes; Scores on 30 basic interest scales (eg; art, science, and public speaking); Scores on 244 occupational scales which indicates the similarity between the respondents and interest and those of people working in 122 occupations; Scores on 5 personal style scales (learning working, leadership, risk taking and team orientation); Scores on 3 administrative scale used to identify a test errors on usually profiles.

8.7 STANDARDIZED TESTS FOR MEASURING VALUES

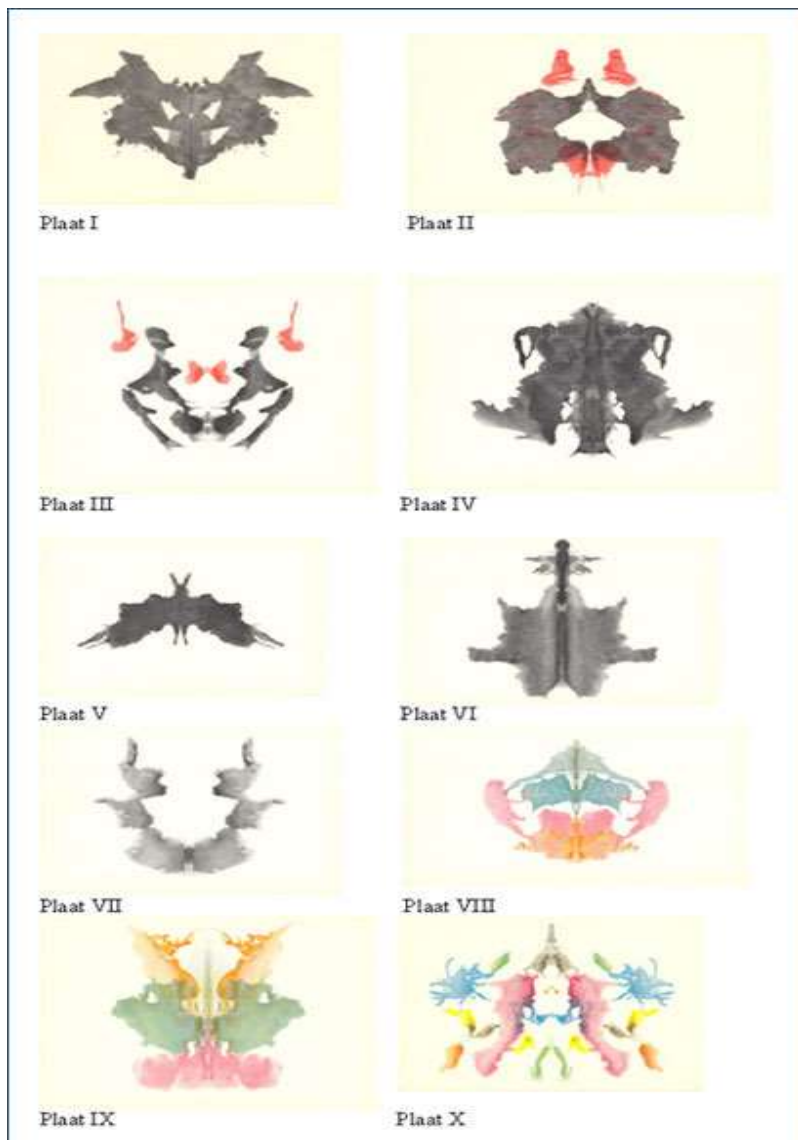
(Please also refer typed notes given for Unit 3 in Section 3.7 (c) for this Values part)

8.8 STANDARDIZED TESTS FOR MEASURING PERSONALITY

Personality is the dynamic organization within the individual of those psycho-physical systems that determine his/her unique adjustment to the environment (Allport, 1948).

For example, *The Minnesota Multiphasic Personality Inventory* (MMPI) is a written psychological assessment, or test, used to diagnose mental disorders. It was developed by J.C. McKinley and S.R. Hathway. It consists of 556 statements. The subject has to classify the statements into 3 categories --YES, NO, CANNOT SAY. It is one of the most frequently used personality tests in mental health.

(Please also refer typed notes given for Unit 5 in last section as Projective Techniques)



8.9 STANDARDIZED TESTS FOR MEASURING ACHIEVEMENT

Achievement tests were of two types namely, (i) Teacher-made and (ii) Standardized. Standardized achievement tests were meant for certain age groups and are standardized for certain disciplines.

For example, *Woodcock-Johnson III Tests of Achievement (WJ)* developed by Woodcock is an Achievement Test. WJ-III standard scores are reported, which are standardized to a representative sample of American youth. Standard scores have a mean of 100 and a standard deviation of 15. A score of 100, therefore, is considered average. Higher scores on the measures reflect better academic performance. An increase in standard scores from fall to spring indicates learning at a faster rate than the children had previously demonstrated. The same subtests were used during each round of assessments.