TEST-TYPES OF TEST

Based on Standardization procedure

Standardization refers to the degree to which the observational procedures, administrative procedures, equipment and material and scoring rules have been fixed in such a way that the same testing procedure occurs exactly at different times and places. On the basis of standardisation procedure tests may be classified as:

i**. Standardized Tests**

A standardized test is an instrument of measurement which measures what it aims to measure quite correctly with constant results. It is constructed according to the expected standard of the achievement of efficiency of the individual to be tested, neither too easy nor too difficult. It has standard norms and therefore its results give us a true assessment of the individual tested.
A standardized test will be more valid and reliable than any teacher made test, because its construction will involve much expertise. The teacher made tests are not so carefully and scientifically prepared. The items of teacher made tests are seldom analysed and edited. The types of behavioural changes covered are often limited in scope.

Standardized tests can be used by a headmaster to compare the achievement of the pupils of his school with that of the pupils of other schools. In the same way, an educational officer can use such tests for comparing and evaluating the standards of various schools in his jurisdiction. But a teacher made test cannot be used to make such comparisons.

Standardized tests, if scientifically developed and standardized will be superior to teacher made tests in all the qualities required by a good test.

Characteristics of a Standardized Test

1... It is valid. It measures what it intends to measure.

2. It is reliable. It measures correctly and constantly what it does measure.

3. It is standardized. It is an exact measurement. A standard measure corresponds to the requirements to measurements exactly. It is neither more nor less; neither easy nor difficult.

4. It is exhaustive. It is spread over the whole field to be measured.

5. It has norms. The results of a standardized test give a true picture of every testee, and depict his standard of performance. Norms of a standardized test help us in knowing the position of the pupil in that test.

6. It has its standardized time. A standardized test is timed properly with regard to a large sample before it is finalised for general use.

ii. **Teacher made Tests**

The teachers use tests constructed by themselves and standardized tests for evaluation. But now a days standardized tests are preferred because of their merits when compared with teacher made ones. Som outcomes
A teacher made test is intended to measure the one asyee outcomes of learning which a teacher in particular has in mind. The standardized test intends to measure the educational outcomes aimed at generally by a number of schools.A teacher made test is not for public use. It is to be used by a teacons and to measure the attainment of his own students with respect to the objectives which he himself had laid down for classroom teaching. A standardized test is for wider use and is prepared to measure the realisation of objectives of "Teaching a subject by a number of schools belonging to a specified area. These are often published for public use. Because of this broader goal it involves consultation at various levels and by many experts. It will be more comprehensive also.

A Comparison of Teacher made and Standardized tests

Teacher made Test

1. It is meant for a specific small set of students say a class or a school handled by the teacher concerned.

2. It is meant mostly for value judgement of the level of attainment and placement.

3. Teacher's judgement is generally the only criterion for selection of items to be included in a test.

4. Validity and reliability are not statistically deter- mined.

5. Scores obtained by the examinees are used as such for value judgement and placement.

6. There is no restriction attached to the use of such tests.

Standardized Test

It is meant for a large population of students, say, of a Country, State, District, etc., belonging to a particular standard or stage..

It is meant mainly for compar ing the levels of attainment of for groups, with respect to norms for the area concerned; it can be used for value judgement and placement also.

Statistical techniques are applied for item analysis and selection. A pre-test is admi nistrated on a selected sample and the scores are analysed. Only those items that possess satisfactory discriminating power and difficulty value are accepted.

Validity and reliability of the test are determined using statistical techniques.

Various norms are arrived at for the purpose of comparison of groups (say for example, age norms, locale norms, sex norms, percentile norms, etell For this purpose, the final 27/ is administrated to a large sample representing the area concerned.

Use of a standardized test is restricted to academic purposes only. Everybody is not permitted to use it as and when they like.

Based on Scoring Reference Scheme

This category of classification is based not on marks obtained by the examince-but-it-is-referenced to certain criterias. Two forms of mark referencing scheme generally used are:

Norm Referenced Tests

The norm referenced test compares the individual's performance with those of other persons taking the same test. It compares performance differences among individuals with reference to group norms. The items which are chosen for criterion referenced system, depends on the level of mastery of the key concepts and skills expected of the students. Examples: IQ tests, Classroom teacher made tests.

To measure the individual difference.

To classify and grade learners in various categories.

ii. **Criterion Referenced Tests**

A criterion referenced test evaluates an individual's performance in a given situation with respect to specific characteristics expected in the performance. It describes how well the individual does in relation to the expected goal. The performance of other individuals is not compared with his performance. For example, when you go to obtain a driving license the authority who gives you the driving test rates your driving skill against set patterns of behaviour expected of a competent driver, irrespective of how others who have taken the test have performed. So if you meet the fixed criteria required for efficient driving you are issued a license.

According to Gronlund, the criterion referenced tests are especially helpful in measuring the achievement levels of minimum essentials in an instructional programme, while norm referenced tests are most appropriate for estimating progress toward comparatively higher level and complex learning outcomes when continuous develo possible. However, Gronlund observes that

it is p t is 28/41 use criterion and norm referenced strategies at the same time. Examples: Driving test, Citizenship test, BRIGANCE Diagnostic Inventory of Essential Skills-Revised.

Comparison between criterion referenced test and norm referenced test

Criterion referenced test

Main objective is to measure the effectiveness of a programme or instruction

• It provides specific information on individual levels of performance with respect to objectives

• The score of an individual can be interpreted individually

• The purpose is not to classify and rank learners, but to ensure development

• Test results are used to evaluate student performance level

• A test constructor is not concerned with developing a test to maximise the variability of test scores.

Norm referenced test

• Main objective is to measure individual differences

• It aims to classify and grade learners in various categories

• The obtained scores compares with other students

• It is often used for selection purposes

• Test results are used for making comparative decisions regarding individuals

• It is specifically constructed to maximise the variability of test scores