بسم الله الرحمن الرحيم

Basic Testing Techniques

-7th Lecture-

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1) Multiple Choice Items Test

MC Items

- MC Items are **selective response items.**
- Every MC item has a **stem** (the body) and several (usually between three and five) **options** to choose from.
- The correct option is the **key** and the other options serve as **distractors**.

Strengths

- Practicality, reliability, and objectivity

Weaknesses

- The technique tests only recognition knowledge.
- Guessing may have a considerable effect on test scores.
- The technique severely restricts what can be tested.
- Successful items are difficult to write.
- Beneficial washback may be minimal.
- Cheating may be facilitated.

Designing a MC item

1. Design each item to measures a single objective.

Examples:

1. **Test objective:** *wh-* questions:

Test-talkers hear: Where did George go after the party last night?

Test-talkers read: A. Yes, he did.

                 B. because he was tired

                 C. to Elaine's place for another party

                 D. around eleven o'clock

2. **Test objective: indirect questions:**

Excuse me, do you know_____?

       A. where is the post office

       B. where the post office is

       C. where post office is.

Designing a MC item

2. State Both Stem and Options as Simply and Directly as Possible

Examples:

1. My eyesight has really been deteriorating lately. I wonder if I need glasses. I think I'd better go to the_____to have my eyes checked.
    A. pediatrician
    B. dermatologist
    C. Optometrist
2. We went to visit the temples,_____ fascinating.
    A. which were beautiful
    B. which were especially
    C. which were holy

Designing a MC item

3) Ensure the Intended Answer Is Clearly the Only Correct One

Example:

Test-talkers hear: Where did George go after the party last night?

Test-talkers read:

A. Yes, he did.

B. because he was tired

C. to Elaine's place for another party

D. He went home around eleven o'clock

2) True/False items

- **They assess a student's ability to determine whether a statement is correct.**

- **Example of instruction (of a reading comprehension test):**

- **Read the following statements carefully and state whether they are True, False, or Not given (and correct the false statements).**

3) Matching

It consist of two lists of items. For each item in List A, there is an item in List B that's related. Students are responsible for finding the related pairs.

- **Example:**

Match the words in List A with their synonyms from List B:

List A)   1. look after   2. go on   3. find out

List B)   a. continue   b. discover   c. see   d. care

4) Rearrangement Test

- **Rearranging a number of words/ sentences in a meaningful order.**

Example:

- **Rearrange the following words to make meaningful sentences**

1. in/ football/ playing/ He/ the / was/ park
2. bought/ a new/ mother / toy/ the/ daughter/ her/ yesterday

5) Labelling

- **Labelling certain parts of an image/ diagram with words from a list.**

- **Example:**

- **Label the head parts in the following image with the correct words from the list below**

eye- ear- eyebrow- nose- mouth- hair
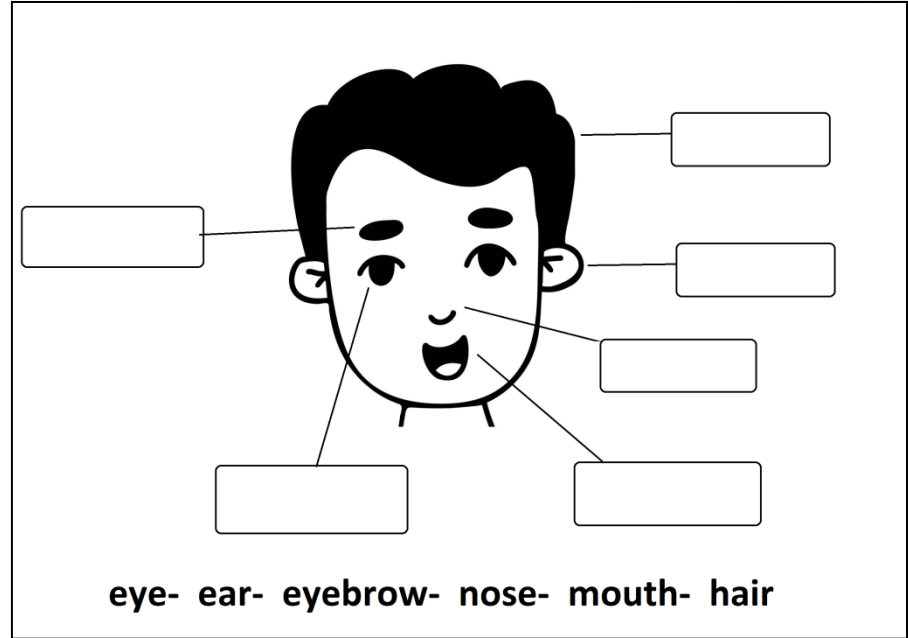
6) Gap filling

- **Filling blanks with appropriate vocabulary from a list of options or with no options.**

Example:

1. **Fill in the blanks of the following sentences with the suitable option**

   - **He _____ reading magazines. (like, likes, to like)**

2. **Fill in the blanks from what you have learned in your textbook:**

   - **A _____ is an instrument used to open a door.**

7) Odd- One- Out Test

- **Students determine which item is the most different from the rest items and does not follow a logical pattern with them.**

Example:

- **Find the odd-one-out of the following:**

  1. notebook, pencil, eraser, ball

  2. seven, apple, twelve, fourteen