1. Record Nr. UNINA9910809623503321

Autore	Shawer Saad F (Saad Fathy)
Titolo	Standardized assessment and test construction without anguish : the complete step-by-step guide to test design, administration, scoring, analysis, and interpretation / / Saad F. Shawer
Pubbl/distr/stampa	Hauppauge, NY, : Nova Science Publishers, c2010
ISBN	1-61122-387-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (229 p.)
Collana	Education in a competitive and globalizing world
Disciplina	371.26/2
Soggetti	Educational tests and measurements - Design and construction Students - Rating of
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Intro -- STANDARDIZED ASSESSMENT AND TEST CONSTRUCTION WITHOUT ANGUISH THE COMPLETE STEP-BY-STEP GUIDE TO TEST DESIGN, ADMINISTRATION, SCORING, ANALYSIS, AND INTERPRETATION -- STANDARDIZED ASSESSMENT AND TEST CONSTRUCTION WITHOUT ANGUISH THE COMPLETE STEP-BY-STEP GUIDE TO TEST DESIGN, ADMINISTRATION, SCORING, ANALYSIS, AND INTERPRETATION -- CONTENTS -- PREFACE -- PART I BACKGROUND AND LAYOUT -- Chapter 1 UNDERSTANDING ASSESSMENT AND EVALUATION -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. ASSESSMENT -- 1.1. Testing and Formative and Summative Assessment -- 1.2. Range and Uses of Assessments -- 1.3. Impact of Assessment-Focused Contexts on Teachers, Students and Principals -- 2. EVALUATION -- 2.1. Program, Program Outputs, Program Objectives -- 2.2. Curriculum, Student and Teacher Evaluation -- 2.3. Uses and Objects of Evaluation -- 2.4. Evaluation, Testing, Assessment and Measurement -- 3. STAGES OF TEST CONSTRUCTION -- PART II TEST CONSTRUCTION: TEST AIM, OBJECTIVES AND TYPE -- Chapter 2 STAGE 1: WRITING AIMS AND OBJECTIVES -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. SKILL 1: DEFINING AN AIM -- 2. SKILL 2: RECOGNIZING THE DEFINING CHARACTERISTICS OF AN AIM -- 3. SKILL 3: DEFINING OBJECTIVES -- 4.

SKILL 4: RECOGNIZING THE DEFINING CHARACTERISTICS OF OBJECTIVES -- 5. SKILL 5: WRITING PRECISE AIMS AND OBJECTIVES -- 6. TIPS TO AVOID PROBLEMS OF WRITING OBJECTIVES -- 7. IMPORTANCE OF WRITING A CLEAR AIM AND OBJECTIVES -- 8. CLASSIFICATION OF OBJECTIVES -- Chapter 3 STAGE 1 (CONTINUED): WRITING COGNITIVE OBJECTIVES -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. LEVELS AND DIMENSIONS OF COGNITIVE OBJECTIVES -- 1.1. Factual, Conceptual and Procedural Knowledge.
1.2. Meta-Cognitive Knowledge (Meaning and Importance) -- 1.2.1. Components of Metacognition -- 1.2.2. Metacognitive Strategies -- 2. LOWER-ORDER THINKING LEVEL OF OBJECTIVES -- 2.1. Skill 1: Writing Objectives at the Knowledge/ Remembering Level -- 3. MEDIUM-ORDER THINKING LEVEL OF OBJECTIVES -- 3.1. Skill 2: Writing Objectives at the Comprehension/ „Understand Level -- 3.2. Skill 3: Writing Objectives at the „Application/„Apply Level -- 4. HIGHER-ORDER THINKING (PROBLEM-SOLVING) LEVEL OF OBJECTIVES -- 4.1. Skill 4: Writing Objectives at the "Analysis/„Analyze Level" -- 4.2. SKILL 5: WRITING OBJECTIVES AT THE EVALUATION/„EVALUATE LEVEL -- 4.3. SKILL 6: WRITING OBJECTIVES AT THE SYNTHESIS/„CREATE LEVEL -- 5. THE COGNITIVE OBJECTIVES DEBATE -- Chapter 4 STAGE 1 (CONTINUED): WRITING AFFECTIVE OBJECTIVES -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. SKILL 1: WRITE OBJECTIVES AT THE RECEIVING LEVEL -- 2. SKILL 2: WRITE OBJECTIVES AT THE RESPONDING LEVEL -- 3. SKILL 3: WRITE OBJECTIVES AT THE VALUING LEVEL -- 4. SKILL 4: WRITE OBJECTIVES AT THE ORGANIZATION LEVEL -- 5. SKILL 5: WRITE OBJECTIVES AT THE CHARACTERIZING OF A VALUE COMPLEX LEVEL -- Chapter 5 STAGE 1 (CONTINUED): WRITING PSYCHOMOTOR OBJECTIVES -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. SKILL 1: WRITING OBJECTIVES AT THE IMITATION LEVEL -- 1.1. Theoretical Familiarization -- 1.2. Observation -- 1.3. Performance -- 2. SKILL 2: WRITING OBJECTIVES AT THE MANIPULATION LEVEL -- 3. SKILL 3: WRITING OBJECTIVES AT THE PRECISION LEVEL -- 4. SKILL 4: WRITING OBJECTIVES AT THE ARTICULATION LEVEL +9 -- 5. SKILL 5: WRITING OBJECTIVES AT THE HABIT-FORMATION/NATURALIZATION LEVEL -- 6. THE CURRICULUM TEST AIM (MODEL/REFERENCE TEST).
7. THE CURRICULUM TEST OBJECTIVES (MODEL/REFERENCE TEST) -- Chapter 6 STAGE 2: WRITE THE TEST TYPE -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. PERFORMANCE MEASURES (TESTS) -- 1.1. Intelligence Tests -- 1.2. Aptitude Tests -- 1.3. Achievement Tests -- 1.4. Diagnostic Tests -- 1.5. Proficiency Tests -- 1.6. Placement Tests -- 1.7. PERFORMANCE ASSESSMENTS (AUTHENTIC/ALTERNATIVE ASSESSMENTS) -- 2. PERSONALITY MEASURES -- 2.1. Personality Inventories -- 2.2. Projective Techniques -- 2.3. Self-Concept -- 2.4. Attitude Scales -- 2.5. Vocational Interest Measures -- 3. THE CURRICULUM (REFERENCE) TEST TYPE -- PART III TEST CONSTRUCTION: TEST TABLE OF SPECIFICATIONS AND TYPE OF ITEMS -- Chapter 7 STAGE 3: CREATE A TABLE OF SPECIFICATIONS -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. STEP 1: DETERMINE TEST CONTENT -- 2. STEP 2: DETERMINE RELATIVE WEIGHT OF CONTENT -- 2.1. Determine Relative Weight of Content by Lessons -- 2.2. Determine Relative Weight of Content by Pages -- 3. STEP 3: DETERMINE RELATIVE WEIGHT OF OBJECTIVES -- 3.1. The List of Objectives Method -- 3.2. The Test Developers Judgment Method --

Chapter 8 STAGE 3: (CONTINUED) CREATE A TABLE OF SPECIFICATIONS -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. STEP 4: DISTRIBUTE ITEMS AMONG THEMES OF CONTENT -- 1.1. Determine the Test Overall Number of Items -- 1.2. Determine Each Units Items from the Test Overall Items -- 1.3. INSERT EACH UNITS ITEMS IN THE TABLE OF SPECIFICATIONS -- 2. STEP 5: DISTRIBUTE ITEMS AMONG LEVELS OF OBJECTIVES -- Chapter 9 STAGE 4: DETERMINE TYPE OF ITEMS -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. ESSAY QUESTIONS.
2. OBJECTIVE QUESTIONS -- 2.1. Multiple-Choice Questions (MCQ) -- 2.2. Yes/No -- 2.3. True/False Questions -- 2.4. Short-Answer Questions -- 2.5. Gap Filling Questions -- 2.6. Completion Questions -- 2.7. Matching Questions -- 3. THE CURRICULUM (REFERENCE) TEST TYPE OF ITEMS -- PART IV TEST CONSTRUCTION: TEST VALIDITY AND TRIAL -- Chapter 10 STAGE 5: VALIDATE CONTENT -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. INTERNAL VALIDITY -- 2. EXTERNAL VALIDITY -- 3. CONTENT VALIDITY -- 3.1. Methods of Determining Content Validity -- 3.1.1. Content Experts/Jury Members -- 3.1.2. Table of Specifications -- 4. CONSTRUCT VALIDITY -- 4.1. Methods of Determining Construct Validity -- 5. CRITERION VALIDITY -- 5.1. Predictive -- 5.2. Concurrent -- 5.3. CONVERGENT -- 5.4. Discrimnant/Divergent -- 6. FACE VALIDITY -- 7. THE CURRICULUM (REFERENCE) TEST VALIDATION PROCESS -- Chapter 11 STAGE 6: TEST TRIAL -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. DETERMINE THE TEST RELIABILITY -- 2. METHODS OF DETERMINING RELIABILITY -- 2.1. Reliability as Stability (Test- retest) / (Pre/ posttest) -- 2.1.1. Over Time/Diachronic Reliability as Stability -- 2.1.2. Over Sample/Synchronic Reliability as Stability -- 2.2. Reliability as Equivalence/Alternate Forms/Inter-rater -- 2.2.1. Equivalent/Alternate Forms Reliability -- 2.2.2. Inter-Rater Reliability/Objectivity -- 2.3. Reliability as Internal Consistency/Spilt-Half/Alpha/Kuder-Richardson -- 2.3.1. Split-Half -- 2.3.2. Kuder-Richardson/(Yes/no Type of Questions) -- 2.3.3. Alpha Coefficient -- 3. CALCULATE ITEM ANALYSIS (COEFFICIENT OF DIFFICULTY/FACILITY AND DISCRIMINATION) -- 4. DETERMINE TEST LENGTH (TIME) -- A) Calculate the Average of the First and Last Test-Taker.
B) Calculate the Average of All Test Takers -- 5. THE CURRICULUM (REFERENCE) TEST RELIABILITY PROCESS -- 6. THE CURRICULUM (REFERENCE) TEST TIME -- PART V TEST CONSTRUCTION: TEST ADMINISTRATION, SCORING, ANALYSIS AND INTERPRETATION -- Chapter 12 STAGE 7: ADMINISTER THE TEST -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. EXAMINERS -- 2. INVIGILATORS OR PROCTORS -- 3. TEST TAKERS -- 4. ROOMS -- 5. THE CURRICULUM (REFERENCE) TEST ADMINISTRATION PROCESS -- Chapter 13 STAGE 8: SCORE, ANALYZE AND INTERPRET THE TEST -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. ESSAY TEST SCORING -- 1.1. Holistic/Impressionistic Test Scoring -- 1.2. Analytic Test Scoring -- 2. OBJECTIVE TEST SCORING -- 3. THE CURRICULUM (REFERENCE) TEST SCORING -- Chapter 14 STAGE 8: SCORE, ANALYZE AND INTERPRET THE TEST (CONTINUED) -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. TABULATE SCORES/ENTER DATA INTO COMPUTER -- 2. USE

DESCRIPTIVE STATISTICS -- Calculate the Average/Mean -- Calculate the Average from Grade Point Average (GPA) -- Calculate the Mode -- Calculate the Median -- Calculate the Range -- Calculate the Standard Deviation (S.D.) -- Calculate the Percentage -- Calculate the Raw Score or Number of Students from a Given Percentage -- Calculate a Factor/ Converted Score -- 3. USE INFERENTIAL STATISTICS -- 4. GRAPHICAL OR VISUAL REPRESENTATION OF SCORES -- Representation of Data through a Bar Chart -- Representation of Data through a Pie Chart -- Representation of Data through a Curve Chart -- Chapter 15 STAGE 8: SCORE, ANALYZE AND INTERPRET THE TEST (CONTINUED) -- PRE-READING REFLECTIONS -- AIM(S) OF THE CHAPTER -- OBJECTIVES OF THE CHAPTER -- INTRODUCTION -- 1. INTERPRET NORM-REFERENCED TEST SCORES.

(A) Create an upward Frequency Table.