**NON-STANDARDIZED TEST**

**Introduction**:

A non-standardized test is one that allows for an assessment of an individual's abilities or performances, but doesn't allow for a fair comparison of one student to another. This type of test contrasts standardized tests, such as state educational development tests and college entrance exams. Another term for non-standardized testing is informal testing. These tests are classroom tests and are usually developed by the teacher as opposed to some group of outside testers. These classroom tests assess students' learning over a period of time or after a particular unit of study. A score of 80% on a multiple choice test after reading a short story is a non-standardized score because it does not tell us how the student did in relation to his peers.

**Forms of Non-Standardized Testing**

Forms include portfolios, interviews, informal questioning, group discussions, oral tests, quick pop quizzes, and exhibitions of work, projects and performance exams. With portfolios the student gathers his work over a period of time, and the teacher will evaluate the work based on a scoring guideline. The student is encouraged to reflect on his work, which enhances the learning process. Performance exams are tests given to all students and are based on students performing some task, like writing an essay, or giving an oral presentation. These tasks are created by the teachers who teach the students, and so the exams drive the curriculum. It makes more sense for those doing the teaching to create the tests.

**Accountability and Non-Standardized Tests**

Parents and the community have a right to know how students are doing; therefore, non-standardized tests need to show how well schools and students are doing. Teachers are constantly assessing their students, and by doing so they are constantly adjusting and changing their teaching to meet individual students' needs. There can still be accountability with non-standardized assessment that provides parents, local officials, and state officials with the information needed. Teachers can be in constant touch with parents through the Internet, by calling, by parent conferences and by sending home progress reports and samples of work.

**Success with Non-Standardized Testing**

The key questions to ask with any kind of assessment is, "What is the purpose of this assessment?" and "Is this purpose meaningful and worthwhile?" If these questions are constantly referred to and constantly addressed then the assessment in itself is important, and this helps teachers address what is important to learn. It's a kind of backwards design. Ultimately the goal is to help students to learn, and to help them to learn the information and the skills that are important.

**VALIDITY:-**

Degree to which an instrument measures what is supposed to be measuring Definition:-It is an instrument to the. Eg. A temperature measuring instrument is supposed to measure temperature; otherwise it cannot be considered a valid instrument.

**TYPES OF VALIDITY**:-There are three types of validity have been identified and used in educational and psychological measurements. They are content validity criterion related to validity and construct validity.

 TYPES:-

 Content validity

 Criterion validity

 Construct validity

**Content validity**:- It may be defined as the extent to which a test measure a representative sample of subject matter content and behavioural changes under consideration. It is determined by deciding whether test measures the behaviour that is intended to measure. The content course will include both subject matter content and instructional objectives and behavioural changes expected.

**Criterion related validity**:- whenever test scores are to be used to predict future performance or to estimate current performance on some valued measure other than the test itself, we are concerned with criterion validity.

**Concurrent validity**:-this is relative concept of content validity. It is relative concept of content validity. It is the extent to which the results of a test co-relate with those tests administered at the same time concurrently. It is often used for in predicting future performance; there are times when teachers are interested in the relation of test performance to some current measure of performance.

**Construct validity**:- A construct is a quality that is devised by psychologists to explain aspects of human behaviour that cannot be directly observed. Such things as attitudes, values and intelligence are constructs.

**RELIABILITY:-**

It is the term used to indicate the consistency with a test measures what it is designed to measure. It should yield similar results when used on two separate occasions provided the other variable remains or how consistent the evaluation result are from one measurement to another.

Reliability is the consistency with which a given variable or how consistent the evaluation results are from one measurement to another .The consistency of result according to examiners etc but reliable results are not necessary valid.

Reliability is strictly a statistically concept. Unless the measurement can be shown to be reasonably consistent over different occasions or different samples of the same behaviour, little confidence can be placed in the results.

**Factors influencing reliability:-**

• Time interval between testing.

• Conditions under which measurement are obtained will also influence reliability. Favourable conditions will give the high reliability coefficient.

• length of test

• difficulty of test

 **OBJECTIVITY**

This is the extent to which independent and competent examiners agree on what constitute a good answer for each of the items of a measuring instrument. A critical analysis of the test done by colleagues and other teachers before administering it would make the test more objective and relevant. The question and answer are so formulated that experts can agree on the correct response.

**USABIITY OR PRACTICABILITY**

It is important that a test is practical for its purpose .This implies such factors as the time taken to conduct the test, the cost of using it and the practicability for everyday use.

 Usability includes such practical features as case of as of admission ,time requires for admission ,case of scoring ,case of interpretation and application ,availability of equivalent or comparable from of the same test and the cost of preparation, admission and scoring the test.

**ALTERNATIVE RESPONSE ITEMS**

An alternative response multiple choice item in which only one of the answers is presented and the student judges the truth or falsity of the statement.

 Uses of alternative test items:-

 Most common use is in measuring the ability to identify correctness of statements of facts, definition of terms, statements of principles.

 Differentiating facts from opinion and the like.

 Used most often in relation to the recall level of cognition.

**VARIOUS ALTERNATIVE TYPE ITEMS**

 There are varieties in alternative response items. Some of the most common variations of alternative type items are as follows:-

 True- false (TF)

 Yes-no(YN)

 Right-wrong(RW)

 Correct- Incorrect(CI)

 Cluster variety

**Advantages of alternative response items:-**

• Easy to construct than other types of objectives test items.

• These are more suitable for young children who have poor vocabulary and poor reading habits.

• They are capable of sampling very quickly a wide range of subject matter relatively in short period of time and less space.

• They can be scored quickly, reliably and objectively.

 They are adaptable to most content area Disadvantages:-

• Usually they emphasize rote memorization.

• Students score in this test can be unduly influenced by luck in guessing.

• They lend themselves more easily to cheating.

**PRINCIPLES- VARIOUS ALTERNATIVE TYPE ITEMS**

1. The directions for answering the questions must be exact.

2. The truth and the falsity should be expressed between subject and verb, never by a phrase tackled on at the end or by inserting an incidental phrase in question.

3. The statement should itself be confined to an idea.

4. Avoid long complex sentences.

5. There should be approximately the same number of true and false items.

6. A double space between the items provides for easier reading.

**ESSAY TYPE EXAMINATION OR EASSY TEST**

DEFINITION:-An essay type presents one or more question or other task that requires extended written responses from the persons being tested ROBERT L.E and DAVID A.F

 **FEATURES OF EASSY TYPE QUESTIONS:-**

o No single answer can be considered throughout and correct.

o The examinee is permitted freedom of response.

o The answers vary in their degree of equality or corrections.

**TYPES OF ESSAY TYPE QUESTIONS**

**EXTEDED** **RESPONSE**:-No restriction is placed on the students as the points he will discuss and the type of organisation he will use.

Most important, pertinent and relevant material whatever he wishes can be used.

**RESTRICTED RESPONSE**:-Student will have less scope, limited nature in the form, because he is told specifically the context in which his answer is to be made.

**PRINCIPLES FOR PREPARING ESSAY TYPE TEST:-**

 Do not give too many lengthy questions

 Avoid phrases eg. ‘Discuss briefly’.

 Questions should be well-structured with specific purpose or topic at a time.

 Words should be simple, clear, unambiguous and carefully selected.

 Do not allow too many choices.

**ADVANTAGES OF ESSAY TYPE QUESTIONS:-**

• Test the ability to communicate in writing; depth of knowledge and understanding.

• The student can feel free to communicate her ability for independent.

• It requires short time for a teacher to prepare the test and administer

**DISADVANTAGES OF ESSAY TYPE QUESTIONS:-**

 Lacks impartial judgement.

 Takes long time to score.

 Limited content sampling.

 Subjectivity of scoring.