**STANDARDIZED AND NON- STANDARDIZED TEST Continued**

**SHORT ANSWER QUESTIONS:-**

DEFINITION:- Instead of selecting from one or more alternatives, the student is asked to supply a brief answer consisting of a name, word, phrase, symbol. Like selected- response tests can be scored quickly accurately and consistently, thereby giving them an aura of objectivity they are primarily used for measuring foundational knowledge.

**ADVANTAGES**:-

Short- answer items are relatively easy to write, so a test, or part of one, can be constructed fairly quickly. They allow for either broad or in-depth assessment of foundation knowledge since students can respond to many items within a short space of time. Since students have to supply an answer, they have to recall, rather than recognise information.

**DISADVANTAGES**:-

This item type has the same basic disadvantages as the selected –response items .Because these items ask only for short verbatim answer, students are likely to limit their processing to that level and these items provide no information about how well students can use what they have learned.

**MUTIPLE CHOICE TEST ITEMS**

A multiple choice item consists of a problem and a list of suggested solutions. The problem may be states as a direct questions or an incomplete statement and is called the stem of the item. The test of suggested solutions may include words, numbers, phrases or symbols and are called alternative.

**PARTS**:-

* The stem
* The options and responses

Eg: The stem:- The epithelial lining the colon is called- options distracters

1. Squamous
2. Cuboidal
3. Transitional
4. Columnar

**TYPES OF MULTIPLE CHOICE ITEMS:-**

* CORRECT ANSWER FORM: It contains three or more choices but only one of them is correct.
* BEST ANSWER FORM: In this one or more or all choices may be correct but one of them is the best answer. The examinee is required to select the best one.
* MULTIPLE RESPONSE FORM: Here the correct answer may consist of more than one choice and the examinee is asked to identify all those which are correct.
* INCOMPLETE STATEMENT FORM: Here the stem is incomplete and can be complete by the correct response .The examinee is asked to select the correct one.
* SUBSTITUTION FORM: In this form, the word outlined in the stem is to be substituted by the correct response. Responses are given and the examinee is asked to select the one which can substitute the desired word.
* COMBINED RESPONSE FORM: - Here the choices are different phrases or sentence of a paragraph .The examinee is required to correct order of the phrases or sentences.

There is variety of questions used in multiple choice questions:-

* Question variety

Stem: who of the following invented microscope:

Response:

1. Robert Koch b)Chester Bernard
2. Alexender Fleming d)Hensen Fredri

**MERITS OF MULTIPLE CHOICE QUESTIONS:**

* They can measure from the most elementary knowledge level to the most complex level, understanding and judgement ability to solve problems.
* They can be scored entirely, objectivity, quickly and accurately by machines, clerks, even students themselves.
* They can be conveniently used numerous subject matter areas.
* They reduced the effect of guessing because there are three or four choices
* Their format is helpful in item analysis to find out the area of weakness of students.

**LIMITATIONS OF MULTIPLE CHOICE OF QUESTIONS:**

* They are very difficult to construct. Teachers cannot always think of plausible distracters.
* More time is required to construct such questions.
* It is very difficult to find four choices for each items out of which there may be plausible incorrect answers.
* They are not well adapted to evaluate ability to organise and present ideas.
* They require more time for students to respond.

**SCALING TECHNIQUES**

DEFINITION:-A scale a continuum from highest to lowest points and has intermediate points in between these two extreme .The scale points are related that the first point indicates a higher position than the second , the second point is higher than the third point and so on.

**FACTORS INFLUENCED SCALING PHENOMENON:-**

* RETEST METHOD: The scale can be applied twice to the same objectives and if the two results are results are similar. The scale is regarded as reliable. The scale is regarded as reliable.
* MULTIPLE FORMS: The same population is subjected to 2 or more types of scales will be administered, in case the results are more or less similar, the scales may be regarded as reliable.
* SPLIT HALF METHOD: The scale may be divided into 2 equal parts. Each part is taken as a complete scale and measurement is made separately. The co-relation between the two scores obtained. If the degree of co-relation is higher the scale may be regarded as reliable.

**RATINGSCALE**

DEFINITION: Rating scale is a term applied to expression of opinion of judgement regarding some situation, object or character. Opinions are usually expressed on a scale of value-barr and other definition.

**TYPES OF RATING SCALES:**

* DESCRIPTIVE RATING SCALES: Provide for each trait a list of descriptive phrases from which the rate selects the one most applicable item being rated , selected usually by means of a check mark.
* NUMERICAL RATING SCALE: The rater assigns a code numbers and approximate number to each trait of the person being rated or to the descriptive phrases. Arranged in order of the degree, level, intensity or frequency with which they indicate possession or lack of occurrence of each trait.
* GRAHIC RATING SCALE: The rater indicates the performer’s standing in respect to each trait by placing a check mark at an appropriate point along the line.
* COMPARATIVE RATING SCALE: The rater has clear knowledge of the activities of the given groups of individuals. The positions on the rating scale are explicitly defined in terms of given population or group in terms of people with known characteristics.

**USES OF RATING SCALE:**

To evaluate skills, produt outcomes, activities, interests, attitudes.

**DISADVANTAGE OF RATING SCALE:**

Misuse can result in a consequent decrease in activity.

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**PRICIPLES OF RATING SCALE:**

* It directly relates to learning objectives.
* Needs to be confined to performance areas that can be observed.
* Clearly defined the specific trait or mode of behaviour.
* The trait or behaviour should be readily observable, it should observe in number of situations.
* Allow some space in rating scale card for the rater to give supplementary marks.
* 3-7 position may need to be provided.
* Consider evaluation setting, feedback and student participation.

**LIMITATIONS OF RATING SCALE:**

* It is difficult or dangerous to fix up rating about many aspects of an individual.
* Chances like the rater may overestimate the qualities of a known person and underestimate those of unknown person.

**ATTITUDE SCALE:**

These are used for measuring the social attitudes. Questionnaire is prepared, by the items in the questionnaire are the attitudes of an individual towards a matter thing, and score will be allotted for each item.

TYPES OF ATTITUDE SCALE:

* **POINT SCALE**

Method 1

Select the word which will give the opinion. The respondent is to cross-out every word i.e more annoying than pleasing to him. The attitude of the respondent is known by calculating the number of words crossed or not crossed.

* **DIFFERENTIAL SCALE (LL Thurstone scale)**

These scales are used to measure the social phenomenon. The researcher will collect varied numbered of statements related to attitudes .Judges will determine the positions o the scale. The position is determined by the method of equal-appearing intervals.

Judges will work independently to classify these statements in to 11 groups.

1st group-unfavourable statements to the specific issue

2nd group-The next unfavourable statements and so on.

11th group-favourable statements (score-1)

6th group-the point at which attitude is neutral.

The scale value of a statement is computed as the “mean or median”

Position to which it is assigned by the judges. At the respondent is asked to check the statements with which they agree .The scale values are not shown in the questionnaire and statements are arranged randomly.

**SUMMATED (Likert scale)**

To measure the social attitude Likert type scale is used. It consist of series of statements to which respondent is to react. Each response is given a numerical score and a total score of respondent is found out by summing up his different scores for different purposes. This total score indicates his position on the continuum.

The Likert scale uses several degrees of agreement or disagreements, e.g. strongly approve undecided, disapprove, strongly disapprove. ”Strongly approve” is given the highest score (5 or +2) and “strongly disapprove is given the least score”(1 or-2).

**METHOD OF CONSTRUCTION OF LIKERT SCALE:-**

* The researcher gathers a large number of statements which clearly indicate favourable/unfavourable attitude towards the issue in question.
* The questionnaire consisting the above 5 points.
* The response will imply various scores.

**ADVANTAGES OF LIKERT SCALE:-**

* The method of construction of likert scale is less burdensome.
* It supplies more precise and definite response towards an issue.
* Likert scale has a broader of reference and has a method of checking internal consistency.

**DISADVANTAGES:-**

* The judgement is on the basis of total score. The total score may be same in many cases, but the attitudes may be different towards an issue.
* The scores on the likert scale may be helpful for making an ordering of the people , but such an ordering will not have any scientific and objective basis.

**CUMULATIVE SACLE/BOGARDOUS SOCIAL DISTANCE SCALE:-**

In cumulative scale , a respondent is given a number of questions, to express agreement/disagreement. The items are arranged in such a way that a respondent who responds favourably to item number 2 also replies favourably to item number 1 and one who relies favourably to item number 3 also relies favourably to items 1 and2 and so on .Therefore , the individuals who answer favourably have higher total scores than those who answer unfavourably.