DIFFERENTIATING TEST FROM TESTING

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A test can determine the knowledge level of the students. It is mostly composed of sequence of questions. Questions included in a test may differ in form or layout, but the objective is designed for the students to answer so that they can be graded and identify what level they belong.

To add more, a test or examination defines as an educational assessment proposed to identify the student’s or test-taker’s knowledge, skills and classification in other topics such as beliefs. It can be administered through a paper, on a computer or verbally where test-takers are prearranged to exhibit or accomplish a set of skills.

Furthermore, tests do vary in format, consistency and guidelines. The test’s formats and difficulty is not bound to existing agreement or constant standard, however its format and difficulty depends on the educational philosophy of the educator, competencies, the number of the students, the policy and guidelines of the school and accreditation method that governs the school. The effectiveness of the test depends on the teacher’s skills in considering its course of materials of the test that teacher administered. Relatively, a test may be given through formal or informal way. Informal way includes reading test administered by the parents to their sons or daughters at home. Examination given and directed by the teacher is an example of formal test. The test scores of the students may be construed inclusively of the norm and criterion. This kind of interpretation depends on the norm or criterion and sometimes the combination of the two.

On the other hand, testing is an act of finding out how someone or something functions. Testing has different meaning, in human beings, it is an indicator of level of
knowledge or skill has been attained. In the development of computer’s hardware and software, testing is being administered to determine if the product is functioning properly. Testing refers to the actual setting of knowing how something or someone performs its functions.

References:


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