TESTING THE TEST IN THE NEW NORMAL

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In every task, assessment is a must. The purpose of any assessment is to determine whether the objectives set for a particular setting were met. This does not exclude our educational system. The quality of education provided by the school as well as the achievement of the students are measured using different assessment tools.

Preparing an assessment tool though is not enough to measure students’ understanding of a particular topic. The tool should also be tested for both validity and reliability. A valid test means that it measures what it intends to measure. On the other hand, a reliable test is a kind of assessment that gives consistent results.

After being tested for its validity and reliability, test items should also be analyzed. Item analysis which includes analyses of both the difficulty and discriminatory indexes categorizes an item whether it is good or bad or if it only needs minor or major revisions. Good items are suggested to be saved in item banks for future use while bad items are totally discarded and thus should not be used again.

In the new normal set-up, the task of constructing a test is even made more complex as more factors should be taken into consideration especially now that learners are receiving education through various learning delivery modalities.

The long and tedious process of test construction and analysis does not only pay off because you were able to measure what you intend to measure but also because you are able to provide additional learning to the students while the test is taking place. As a teacher, this is our primary task and ultimate test – to provide learning whenever possible.
References: