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BAELS3B – ELS72

The test material (midterm exam) will be evaluated based on:

**A. Practicality.** *Are the test procedures practical?*

To determine the practicality of the test, it must:

* Stay within the appropriate time constraints of the test. The test-maker must keep in mind the difficulty of the test;
* Not be excessively expensive;
* Be relatively easy to administer;
* Have a scoring/evaluation procedure that is specific and time-efficient.

With Central Mindanao University’s usual time restraints during exams (1hr minimum), the test material had already passed the first checklist. Test-takers only need to shade the corresponding letter of the correct answer from tests 1 to 3, with only test 4 as the essay section. If the student really studied, they’d be able to answer it within the time frame. It’s also not expensive as the university only requires the student to pay their existing balance in their respective college and department fees to be able to take the exam. Some professors are merciful and would let their students take the exam even with existing balance. Furthermore, CMU exams are administered in a classroom with a proctor. The test material only needs to be distributed to the student, thus making it easy to administer without any additional preparations. The test-maker also just needs to have their answer keys ready for tests 1 to 3, with only test 4 that needs subjective evaluation. The test material passed all the checklist and is deemed practical.

**B. Reliability.** *Is it consistent and dependable?*

To ensure reliability, a test must be consistent. Since we can’t determine if the test material is being photocopied cleanly, we will have to evaluate it based on the original copy. From the original copy, the test material proves to have no blotches of ink, and no glitches in the questions and choices. All areas are visible and deemed clear and clean. We will also assume based on previous CMU exam experiences that only one scorer will evaluate the scores, thus ensuring the test won’t encounter any inter-rater issues. To add, CMU classrooms where exams are administered are equal and optimal for all the students. The only issue with the test material is that we can’t certify the scorer’s bias in Test 4: Essay section. I will rate this test material’s reliability 4.6/5.

**C. Validity**. *Does the procedure demonstrate content validity?*

For a test to be valid, it must require students to perform/answer tasks that were included in the discussed lessons. It must also directly represent the objective of the unit(s) on which the assessment is based. In this case, since the test material is a midterm exam, it should have all the lessons from the midterm materials, which it did have. Test 1. Multiple Choice randomly covers Unit 1 (i.e. overview of teaching reading, dilemmas for second language reading instruction, and kinds of reading) from the syllabus. Test 2. True or False mostly covers approaches in reading, reading strategies and activities, ad assessing reading. Meanwhile, Test 3. Comprehension Questions tests the students’ understanding and application of level of comprehension in assessing reading. Test 4. Application is the overall application of the Unit 1 lesson. Additionally, from the desired learning outcomes that can be found in the syllabus, the test material identified and represented how these objectives are being tested in the form of the content of items, clusters of items, and item types. For example, although test 1 randomly covers all the Unit 1 lessons, the earlier lessons (A, B, C under unit 1) still dominantly occupied the test. To cite another example, according to the desired outcomes, the students must have differentiated the kinds of reading and applied the level of comprehension in assessing reading. These two were properly integrated into the test material, thus the content validity has been achieved.

**D. Face Valid.**

Refers to the degree to which a test looks right and appears to measure the knowledge or abilities it claims to measure. The subjective judgment of the assessment. Students will generally judge a test to be face valid if:

* Directions are clear,
* The structure of the test is organized logically,
* Its difficulty level is appropriately pitched,
* The test has no “surprises”, and
* Timing is appropriate.

The test, though briefly as it should, stated the directions clearly. The structure of the test is organized logically and its difficulty level is appropriately pitched with how the material put the essay section last. There were no surprises; it is a normal midterm exam, the type most students expect. We will assume from previous experience with CMU teachers that the teacher already told the students what the exam will be beforehand. Lastly, the test is doable with the allotted time. The test achieved face validity.

**E. Authenticity.**

With the nature of the course and how the test achieved validity and reliability, it is only natural that the content of the test items is as contextualized as possible. The test questions and how it evaluates the student can be enacted in the real world. For example, in the essay section, they were asked to choose one phase of reading and create an activity from it. They were also asked to make comprehension questions out of the story the test gave. The questions are useful in the real world as they could use them during their internship (teaching) or during their making of the lesson plan. To rate the authenticity of the test material, it will be 5/5.

**F. Does the test offer beneficial washback to the learner?**

A test that achieves content validity demonstrates relevance to the curriculum in question and thereby sets the stage for washback. Washback may be less visible from an examination of the test itself, thus summative exams like this usually depend on what happened before and after the test to effectively offer beneficial washback. Teachers could offer a learning environment where their students are comfortable performing peer discussion of the test results (some prohibit students to talk about the exam while the exam period is ongoing). Washback should be given immediately. With that said, the test material is not easy to evaluate in regards to positive washback, though we can assume from previous experience that the teacher will have a one-on-one discussion with their student about the test and the grades they received.