**PAPER PENCIL PRINCIPLE**

Identifying Test Objectives

An objective test, if it is to be comprehensive, must cover the various levels of Bloom’s taxonomy. Each

objective consists of a statement of what is to be achieved preferably by the students. The following are

typical objectives: knowledge/remembering, comprehension/understanding, application/applying,

analysis/analyzing, evaluation/evaluating, synthesis/synthesizing.

Deciding on the Type of Objective Test

The test objectives guide the kind of objective tests that will be designed and constructed by the

teacher. This means aligning the test with the lesson objective/outcome. The test to be formulated must

be aligned with the learning outcome. This is the principle of constructive alignment.

Constructive Alignment involves:

a. Thoughtfully determining intentions for what students should learn and how they will

demonstrate their achievement of these intended learning outcomes, and clearly communicating these

to students;

b. Designing teaching and learning activities so that students are optimally engaged in achieving

these learning outcomes; and

c. Creating assessments that will allow students to demonstrate their attainment of the learning

outcomes and allow instructors to discern how well these outcomes have been achieved.

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**WHAT IS PAPER-AND-PENCIL-TESTS?**

**Paper-and-pencil assessment refers to traditional student assessment formats such as written tests and**

**also to standardized tests that ask students to use pencils to fill in bubbles on a scannable answer sheet.**

**In the classroom, paper-and-pencil assessment frequently refers to tests scored objectively, which are**

**meant to measure memorized knowledge and lower levels of understanding, as compared with**

**performance-based assessment, which is meant to measure deeper understanding through skills and**

**ability.**

**Paper-and-pencil test can either be selected response or constructed-response types.**

**Selected-response items ask students to select the correct answer from a list of options included in the**

**item.**

**Constructed-response items ask students to write, or “construct,” the correct answer.**

**Selected response type includes:**

**a. True-false items**

**b. Multiple – choice type items**

**c. Matching type**

**Constructed response type of test includes:**

**a. Enumeration**

**b. Completion**

**c. Essays**

**The construction of valid test items begins with a Table of Specifications.**

**Why there is a need to plan a test and construct the table of specifications?**

**The table of specifications (TOS) is a tool used to ensure that a test or assessment measures the content**

**and thinking skills that the test intends to measure. ... That is, a TOS helps test constructors to focus on**

**issue of response content, ensuring that the test or assessment measures what it intends to measure.**

**The primary purpose of a TOS is to ensure alignment between the items or elements of an assessment**

**and the content, skills, or constructs that the assessment intends to assess.**

**PLANNING A TEST AND CONSTRUCTION OF TABLE OF SPECIFICATIONS (TOS)**

**The important steps in planning for a test are;**

**1. Identifying test objectives/lesson outcomes**

**2. Deciding on the type of objective test to be prepared**

**3. Preparing a Table of Specifications (TOS)**

**4. Constructing the draft test items**

**5 Try – out and validation**

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Constructing the Test Items

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number of items to be constructed in the draft should be double the desired number of items. For

instance, if there are five (5) knowledge level items to be included in the final test form, then at least ten

(10) knowledge level item should be included in the draft.

Item Analysis and Try-out

The test draft is tried out to a group of pupils or students. The purpose of this try-out is to determine the

(a) item characteristics trough item analysis, and (b) characteristics of the test itself-validity, reliability

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