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EXTERNAL QUALITY INDICATORS OF THE CRITERION-ORIENTED TEST IN THE UKRAINIAN LANGUAGE

Numerous publications on the question of what a quality test should be, mostly cover the general rules of test construction, technical defects of test tasks and consider quality criteria such as validity, reliability, accuracy and objectivity of the test. At the same time, there are issues whose research results remain ambiguous and sometimes contradictory. There are mainly scientific discussions about which forms of test tasks are more complex – open or closed? Are such tasks interchangeable in terms of measuring or evaluating the same knowledge and skills?

The quality of the test, as we know, is evidenced by the psychometric indicators which we obtain from the test results, as well as indicators of complexity. However, are there any external indicators that would help to select the test, assess its quality and diagnostic potential before the assessment? Or markers that you need to focus on when creating a test. Will the same diagnostic potential be characterized by tests based on tasks of the same form and tests that combine tasks of different forms? What forms of tasks should be combined in the test and in what ratio?

In order to answer these questions, a research was conducted to study the factors which affect the performance of testing in the Ukrainian language [1].

According to the results of the research, in order to avoid "distortion" of the test results, it is most expedient to combine no more than two forms of questions in the Ukrainian language test. The best combination in this case is a closed form question with the choice of one correct answer (multiple-choice question - MCQ) and open construct-response question (CRQ). The form of test question has the least effect on the results of testing in the Ukrainian language, if the ratio of MCQ to CRQ is equal to 1: 1 (50%). In the case of a ratio of 3: 1 (75% / 25%), as well as 1: 3 (25% / 75%), the strength of the influence of this factor increases by an average of 2.5-3, and sometimes 4 times.

Also, the results of the study allowed us to confirm the impact of the factor "sequence of test questions" on the results of testing in the Ukrainian language. The difference in the performance of tasks presented in different sequences (descending and increasing operational complexity) varies within 5%, which may indicate the presence of "fatigue effect" [2] or "effect on student productivity" during testing [3], however, this thesis requires additional empirical evidence. At the same time, these results coincide with the results of a study [4], which shows that although the results showed a change in test complexity within 5%, they have important prognostic value: despite the fact that for a small sample such a difference is insignificant and acceptable, for large-scale testing, this will significantly affect the results of a large number of students, so in such a situation, the assessment of the possibility of random ordering of questions in the test should be avoided.

Thus, according to the analysis of the factors influencing the test results investigated in the proposed study, it is possible to propose an ideal externally organized design of the criterion-oriented test in Ukrainian language (for in-school control and class assessment), which provides a combination of MCQ and OEQ in equal proportions in descending order of operational and operational complexity of the questions.

References:

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