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DOI 10.36074/21.08.2020.v2.06

THE PROBLEM OF THE EFFECTS OF TASKS ORDER ON THE TEST RESULTS: A BRIEF OVERVIEW OF THE RESEARCH

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The effect of the order of tasks in the test on the test results is currently a debatable issue due to the ambiguity of the conclusions of numerous studies carried out taking into account the specifics of a particular field of knowledge (subject). At the same time, this issue is important given the need to ensure the accuracy of assessment of student achievement (both current and final) with the use of test technologies.

It is traditionally believed that the organization of tasks from the easiest to the most difficult contributes to their successful solution [2; 3]. However, such conclusions can be confirmed or refuted only with additional testing conditions, in particular, the limitation of time to perform the test; the possibility or impossibility to perform tasks in any order during testing (for example, to return to the previous task); the range of topics on which the survey is conducted [1].

Placement of tasks taking into account their form (closed and open) is also associated with different complexity of tasks of different forms, which in turn

depends on the subject of testing - so, according to research [4] under the same organizational conditions, it is not any effect of the order of tasks on the students' responses in case testing in mathematics (mathematical abilities), at the same time, such influence is traced in the case of testing for verbal ability.

In terms of conclusions about the change in the complexity of the test in accordance with the order of presentation of tasks in it is an important study [5], which concluded that although the change in test complexity within 5% for a small sample is insignificant and acceptable, for large-scale testing it will be an appreciable effect on the results of a large number of students, so in a situation of grading the results of such testing, it is necessary to avoid the possibility of random ordering of test tasks in the test.

The results of some studies conducted on national standardized tests (GRE, SAT) allowed scientists to describe the effects of "test practice" and "fatigue", which, according to scientists, also depend on the subject area of testing [1].

The study [1] proved the existence of "context effect" - the impact on solving the task of the content of the previous (next) task, which allowed the author to conclude that the practice of unreasonable rearrangement of tasks in the test is inexpedient and that this indicates the need to take into account students' answers in the context of other questions of the test [1].

The review of scientific works allowed to generalize that the question of the order of tasks in the test in research is considered in the following aspects: 1) presentation of tasks by level of complexity (from the easiest to the most difficult, from the most difficult to the easiest or in any order); 2) placement of tasks taking into account their form (closed, open test tasks); 3) effect on the results of a certain task of the previous or next task (knowledge transfer); 4) the connection of the order of tasks with the confidence of students about the correctness of their solution; 5) connection of the order of tasks with the "practice effect" and "fatigue effect" of students in the testing process; 6) determining the influence of a certain order of tasks on the course of cognitive activity of students in the process of solving them, etc.

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