

UDC 378

THE PURPOSES OF TESTS IN EDUCATION

ЦЕЛИ ТЕСТОВ В ОБУЧЕНИИ

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ABSTRACT

TEST, KNOWLEDGE, SUBJECT, ESTABLISH, DETERMINE, THINK, CREATE

This article deals with the purposes of tests in the process of education. Tests are used to find and correct weakness in the knowledge of students. This article shows the importance of tests in teaching and the advantages of using tests, the reasons of using tests. Tests are used to determine whether students have learned what they were expected to learn.

АННОТАЦИЯ

ТЕСТ, ЗНАНИЯ, ПРЕДМЕТ, УСТАНОВЛИВАТЬ, ОПРЕДЕЛЯТЬ, ДУМАТЬ, СОЗДАВАТЬ

Эта статья определяет цели тестов в процессе образования. Тесты используются для нахождения исправления недостатков в знаниях студентов. Эта статья показывает важность тестов в преподавании и преимущества использования тестов, причины использования тестов. Тесты используются для определения знаний того материала, который выучили студенты.

The purpose of test in education is not to assign marks or grades to students. Tests actually teach; they are excellent instructional devices. Test results are an indication of the knowledge students have about a particular subject at a given time. Why do we test students, you can find this answer in this article.

Use tests to correct weaknesses. Tests are used to find and correct weaknesses in learning on the part of the students, and weaknesses in teaching on the part of the instructor. Tests can show how much of a given subject is known, and point out what needs to be given more attention.

Students should be told if they are failing before they actually fail, so that they can study harder and make the grade.

Use tests to provide incentive. Tests provide students with the urge to study. They know that they will be asked questions, but they do not know what the questions will be. Therefore they study all of the material so that they will be prepared for any eventuality. In studying for

an examination they review past work in classes and organize the material. Thus they learn more because they know they will be tested.

What Are The Importance And Purpose of Test In Education And Teaching.

Provide means for comparing by testing.

Through the use of tests, instructors can compare the quality and quantity of the subject matter learned by any individual or class. Through these comparisons they can establish standards. A standard is that which is set up and established as a rule for the measurement of quantity, weight, extent, value, or quality. The measurement of an individual's work is thus expressed in terms of comparison. When we know the planned end result of a course of study, we know the objectives of that course. We find what the journeyman of that field is expected to do, and what he is expected to know. Then, by comparison with this journeyman standard, we can judge the work and learning of the student who aspires to become as efficient as the journeyman. This learning is then expressed in terms of what the journeyman needs to know, what he has to do, and the time it takes him to do it.

Use pretests to determine what is known before course is taken.

A pretest can be given to individuals and groups to determine what they know and what they can do in a subject before any teaching is done. Through the use of pretests and individualized instruction, a student can be taken from where he is found to the point where the objectives of the course indicates he should be. This is the most efficient and most economical way of teaching. No time needs to be spent in teaching things that the student already knows. It saves time and effort of both the learner and the teacher.

The pretest determines what he already knows; he is then taught what he needs; a mastery test then shows whether or not he has learned what he needs.

Essay tests. Essay tests are not recommended because they are not objective. Many experiments and studies show that the essay or subjective type of test cannot be uniformly evaluated. Subjective test marking is subject to one's thinking at that particular moment. Little can be said for the subjective test, except for testing written expression. Students generally get less of a square deal through this type of an examination, and the estimate of the effectiveness of learning and teaching is inaccurate when compared with the objective type.

Written objective tests.

Objective written tests have certain advantages:

- a. A great number of questions can be asked so that the trade or field taught can be quickly and adequately tested.
- b. Students' reading and writing ability is minimized, so that ratings are on subject matter learned rather than on language skill.
- c. Scoring can be done by almost anyone.
- d. Scoring can be done quickly.
- e. The answer to any question is either right or wrong – there is no guessing as to the value

of any question.

f. The student is not penalized because of his attitude toward the instructor or the school.
Primary considerations in making objective tests.

One has at least eight choices of types of objective test questions. Applicable to all types explained in this section are general characteristics which should be followed:

a. Questions should be taken from subject matter taught.

b. Questions should be stated clearly and as briefly as possible.

c. Leading words should not be used. Avoid double negatives. Avoid patterns in answers, as when the first answer is always right in multiple choice questions, or when making alternate statements false in true-false tests.

f. Do not use ambiguous questions, which in some cases are true and in other cases false

If tests are teaching devices, then sufficient time should be allowed for testing all items taught. If we have the time to teach an item, then we must take the time to prove that each item has been taught, to determine the effectiveness of teaching. If an item is not tested, there is no way of proving that it has been learned. The above statements should not be construed to mean that testing should or can be made on all that a student might have gathered from the course. Testing should be done on all things actually taught, according to the objectives of a course.

Tests seek to see what students have learned. However, there can be other more complicated reasons as to why schools use tests.

At the school level, educators create tests to measure their students' understanding of specific content or the effective application of critical thinking skills. Such tests are used to evaluate student learning, skill level growth and academic achievements at the end of an instructional period, such as the end of a project, unit, course, semester, program or school year.

These tests are designed as summative assessments.

Summative assessments are defined by three criteria:

- They are used to determine whether students have learned what they were expected to learn or to level or degree to which students have learned the material.

- They may be used to measure learning progress and achievement and to evaluate the effectiveness of educational programs. Tests may also measure student progress toward stated improvement goals or to determine student placement in programs.

- They are recorded as scores or grades for a student's academic record for a report card or for admission to higher education.

Those who support standardized tests see them as an objective measure of student performance.

Those opposed to standardized testing see them as excessive. They dislike tests because tests demand time that could be used for instruction and innovation. They claim that schools

are under pressure to "teach to the test," a practice that could limit the curricula. Moreover, they argue that non-English speakers and students with special needs may be at a disadvantage when they take standardized tests.

Testing can increase anxiety in some students. In this way, the process of testing uncovers the quality of a student's academic achievement.

There are a number of reasons that teachers and school districts administer tests to students.

The obvious point of classroom testing is to assess what students have learned after the completion of a lesson or unit. When the classroom tests are tied to well-written lesson objectives, a teacher can analyze the results to see where the majority of students did well or need more work. This information may help the teacher create small groups or to use differentiated instructional strategies.

Educators can also use tests as teaching tools, especially if a student did not understand the questions or directions. Teachers may also use tests when they are discussing student progress at team meetings, during student assistance programs. Another use of tests at the school level is to determine student strengths. Tests can be used as a way to determine who will receive awards and recognition.

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