Course Code: CED 402
No. of Credit: Two
Course Title: Principles and Practice of Test Construction and Development
Course Status: Compulsory
Course Duration: Two hours per week for 15 weeks (30 hours). As taught in 2010/2011 Academic Session
Lecturer’s Name: YAHAYA, LasieleAlabi
Qualification: B.Ed;M.Ed. & Ph.D. Guidance and Counselling,
(University of Ilorin)
Certificate in Data Processing, (University of Ilorin)
E-mail Address: lyahaya@unilorin.edu.ng
Office Location: Room 14; Department of Counsellor Education, Faculty of Education, University of Ilorin, Nigeria.
Consultation Hours: Tuesday 2-4pm, Thursday 4-6pm
Course Outline:
Week 1: Concept and Types of Test.
Week 2: Kinds of Objective Test.
Week 3: Steps involved in Test Construction.
Week 4: Sources of Test item/item generation.
Week 5: Principles of Constructing Essay Test.
Week 6: Principles of Constructing Objective and Short-Answer Tests.
Week 7: Test Analysis.
Week 8: Psychometric Property of Test: Validity.
Week 9: Psychometric Property of Test: Reliability.
Week 10: Psychometric Property of Test: Usability.
Week 11: Test Selection, Administration and Scoring.

Week 12: Test Interpretation and Reporting.

Week 13: Limitations and Misuse of Tests.

Week 14: Challenges hindering effective usage of Psychological Tests in Nigeria.

Week 15: Revision/General Overview.

Course Justification: Counselling is a profession that requires effective use of psychological tests. Counsellors in training therefore need to acquire relevant skills in test construction, administration and management. The rationale for this course therefore is to equip counsellor trainees with appropriate skills in test development.

Course Objectives: At the end of the course, students should be able to:
(a) Describe the three main types of test
(b) Describe at least five kinds of objective test
(c) State at least five sources of item in test construction
(d) Discuss the principles of constructing essay, objective and short-answer types of test
(e) Describe the three main psychometric properties of test.
(f) Explain the procedures involved in test analysis.
(g) State the steps involved in test construction.
(h) Enumerate test selection, administration and scoring procedures.
(i) Discuss the limitations of test.
(j) List the challenges hindering effective usage of psychological tests.

Course Requirements:
CED 402 is a compulsory course for all undergraduates of the Department of Counsellor Education. Thus, attendance at lectures is compulsory. In order to qualify to sit for examination, 75% attendance is required. Every student is also expected to sign up for an e-mail account for effective e-discussion.
Method of Grading

<table>
<thead>
<tr>
<th>S/N</th>
<th>TYPE</th>
<th>SCORE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Continuous Assessment (Class Test)</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Participation in e-discussions</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>End of Semester Examination</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Course Delivery Strategies:
Course delivery strategies for CED 402 include face-to-face teaching and learning, class discussion, e-discussions, tutorial and review of study questions.

LECTURE CONTENT

Week 1: Concept and types of test

Objectives:
At the end of the lecture, students should be able to:

(a) Define test
(b) Define psychological test
(c) Describe at least three types of test.

Description:
The lecture marks the beginning of teaching and learning interaction with regards to CED 402. The interactions are geared towards learning about concepts of test and psychological tests. Students will also learn the three main types of test.

Study Questions:
1. What is test?
2. What is psychological test?
3. Differentiate between class test and psychological test.
4. Describe three types of test.

Reading List

A. Gesinde. *Leading in counselling practicum.* Ibadan: Vantage


**Week 2: Kinds of Objective Test**

**Objectives:**

At the end of the lecture, students should be able to:

(a) List at least five kinds of objective test.

(b) Describe various kinds of objective test.

**Description**

The lecture focuses on different kinds of objective test. It covers multiple choice, alternative response, completion type, matching, arrangement, re-arrangement and analogue. The usefulness of the different kinds of test will also be discussed.

**Questions:**

1. Describe five kinds of objective test.
2. State the advantages of using different kinds of test.

**Reading List**


Week 3: Steps involved in Test Construction

Objectives:
At the end of the lecture, students should be able to:
(a) List the basic steps involved in test construction
(b) Explain the step-by-step procedure in test construction

Description:
The lecture involves an orderly presentation and discussion of the stages involved in test construction. The procedure covers identifying the purpose of the test, determination of the type of test required, generation of items, item editing, test analysis, psychometric properties/standardization and item banking.

Study Questions:
1. List the steps involved in test construction.
2. Explain the procedure involved in test construction.

Reading List:


Week 4: Sources of Test item/item generation

Objectives:
At the end of the lecture, students should be able to:
(a) Discuss at least five sources of test items.
(b) Highlight the precautions required in item generation.

Description:
The lecture aims at equipping students with knowledge as regards different sources of test items. It covers the concept of items and different ways of generating items, which include psychological tests, textbook, internet, interviews, observation and journals. Precautions in item generation will also be discussed.

Study Questions
1. Highlight five sources of test items.
2. Describe five ways by which test items can be generated.
Reading List


Week 5: Principles of Constructing Essay Test

Objectives:
At the end of the lecture students should be able to:
- a) List the principles of constructing essay test
- b) Explain the Principles involved in the construction of essay test.

Description:
Construction of essay test requires some skills. The lecture will provide basic knowledge on the principles of constructing essay tests. This includes clarity of instruction, relevance to course objectives, coverage and language.

Study Questions:
1. What are the Principles involved in the construction of essay test?
2. Write five essay items in area of your subject specialization.

Reading List:


Week 6: Principles of Constructing Objective and Short-Answer Tests

Objectives:
At the end of the lesson, students should be able to:
- a) Enumerate the principles guiding the construction of objective tests.
b) Explain the principles guiding the construction of short-answer for in test

**Description:**
Objective and short-answer types of tests are employed in designing psychological tests. Counsellors therefore require relevant skills in constructing the types of test. The lecture covers various guiding principles which include relevance, objectivity, correctness of keys, attractiveness of distracters, avoidance of clues and clear instructions.

**Study Questions:**
1. Discuss the principles guiding the construction of objective tests.
2. Explain the principles to be considered in writing short answer form of test.

**Week 7: Test Analysis**

**Objectives:**
At the end of the lesson students should be able to:
   a) Describe the procedure involved in test analysis.
   b) Differentiate between test analysis and item analysis.

**Description:**
Test analysis involves content validity and item analysis. It is a procedure of enhancing the quality of tests. The analysis comprises determination of difficulty level, determination of discriminatory index and effectiveness of distracters.

**Study Questions:**
1. Differentiate between test analysis and item analysis
2. Discuss the procedure involved in test analysis using appropriate examples.
3. Set ten items in your subject area and conduct items analysis on the items.

**Reading List:**


**Week 8: Psychometric Property of Test: Validity**

**Objectives:**
At the end of the lesson, students should be able to:
   a) Define validity
   b) Differentiate between validity and reliability.

**Description:**
The lecture covers the main techniques of determining the validity. Teaching and learning interactions will focus on concepts and types of validity. Students will also be required to develop a test and determine its validity of.
Study Questions:
1. Define test validity
2. Describe five types of test validity.

Reading List:


Week 9: Psychometric Property of Test: Reliability

Objectives:
At the end of the lesson, students should be able to:
   a) Define reliability
   b) Differentiate between validity and reliability.

Description:
The presentation will focus on the major techniques of determining the reliability. Teaching and learning interactions will focus on concepts of and types of reliability. A comparative analysis will be made between validity and reliability and each student will be required to develop a test and determine the reliability of the test.

Study Questions:
1. Define test reliability
2. Discuss five types of test reliability.

Reading List:


Week 10: Psychometric Property of Test: Usability

Objectives:
At the end of the lesson, students should be able to:
   c) Explain the term usability
   d) Differentiate among usability, validity and reliability.

Description:
The presentation focuses on the elements that make a test usable. These include duration, economy (cost) and convenience.

Study Questions:
1. Define test usability.
2. Describe the elements that make the test usable.

Assignment:
Obtain two foreign psychological tests and two made-in Nigerian psychological tests and compare their psychometric properties.

Reading List:


Week 11: Test Selection, Administration and Scoring

Objective:
At the end of the lecture, students should be able to:

a) Explain the principles of tests selection
b) State the step by step procedure in test administration
c) Describe five statistical tools commonly used in scoring psychological tests

Description:
The presentation covers principles of test selection, clients’ involvement in test selection and factors to be considered in selecting quality psychological test

Study Questions:
1. Describe the principles guiding test selection
2. Should clients be involved in test selection?

Reading List:


Week 12: Test Interpretation and Reporting.

Objectives:
At the end of the lesson, students should be able to:
(a) Explain the dimension of test interpretation.
(b) Describe two forms of interpretation.

Description:
The lecture covers test dimensions, forms of interpretation, problems associated with interpretation of test and effective strategies of communicating test result.

Study Questions:
1. What are the basic differences between test interpretation and test communication?
2. Describe five interpretive problems.

Reading List:


Week 13: Limitations and Misuse of Tests.

Objectives:
At the end of the lesson, students should be able to:
(a) Discuss the limitations of tests
(b) Describe the various ways by which psychological tests are misused and abused

Description:
The presentation will focus on limitations of tests, misuse and abuse of tests and strategies of preventing misuse and abuse.

Study Question
1. Explain five factors that hinder the complete reliance on any standardized test.
2. What are the instances that could support the situations under which test scores could be misused?

Reading List:


**Week 14: Challenges hindering effective usage of Psychological Tests in Nigeria**

**Objectives:**
At the end of the lesson, students should be able to:
(a) Discuss the challenges hindering effective usage of psychological tests.
(b) Suggest way of handling the challenges.

**Description:**
The lecture focuses on factors hindering effective usage of psychological tests in Nigeria and ways by which the challenges can be handled. Students will be required to interview test users and test experts on ways of promoting effective usage of psychological tests in Nigeria.

**Study Questions:**
1. Discuss problems associated with the use of tests in Nigerian schools.
2. Describe the approaches that can be adopted to handle the challenges hindering effective usage of psychological tests in Nigeria.

**Reading List:**
Department of Education, Ahmadu Bello University, Zaria.


**Week 15: Revision/General Overview.**

**Description:**
This stage marks the final part of this course. Interactions will cover revision and general overview of academic activities during the semester. Continuous assessment will also take place during the week. Students are required to:
1. ask for clarifications on topics that are not very clear to them;
2. ask questions on area of interest.
3. make contributions during the tutorial exercises and
4. assess the semester’s lecture in terms of knowledge gained and implications for their programme of study.

**Study Questions:**
1. Define test and psychological test.
2. Differentiate between class test and psychological test.
3. Describe three types of test.
4. Describe five kinds of objective test.
5. State the advantages of using different kinds of test.
6. List and explain the procedure involved in test construction.
7. Highlight five sources of test items.
8. Describe five ways by which test items can be generated.
9. What are the Principles involved in the construction of essay test?
10. Write five essay items in area of your subject specialization.
11. Discuss the principles guiding the construction of objective tests.
12. Explain the principles to be considered in writing short answer form of test.
13. Differentiate between test analysis and item analysis
14. Discuss the procedure involved in test analysis using appropriate examples.
15. Set ten items in your subject area and conduct items analysis.
16. Define test reliability, test validity and test usability
17. Discuss five types of test reliability.
18. Describe five types of test validity.
19. Describe the elements that make tests usable.
20. Describe the principles guiding test selection
22. What are the basic differences between test interpretation and test communication?
23. Describe five interpretive problems.
24. Explain five factors that hinder the complete reliance on any standardized test.
25. What are the instances that could support the situations under which test scores could be misused?
26. Discuss problems associated with the use of tests in Nigerian schools.
27. Describe the approaches that can be adopted in handling the challenges hindering effective usage of psychological tests in Nigeria.

References


Keys for the reading list

¹Available on the internet
²Available in the university library
Available in the departmental reading room
USES OF TESTS IN COUNSELLING

Course Code: CED 301

Course Title: Uses of Test in Counselling

Course Status: Compulsory

Course Duration: Two hours per week for 15 weeks (30 hours). As taught in 2010/2011 session

Lecturer’s Name: YAHAYA, LasieleAlabi

Qualification: B.Ed.; M. Ed Educational Guidance and Counselling (University of Ilorin); M. A. Administration; PhD Psychology and Counselling.

E-mail Address: lyahaya@unilorin.edu.ng

Office Location: Room 14, Department of Counsellor Education, Faculty of Education, University of Ilorin

Consultation Hours: Tuesday and Thursday 4 – 6 pm

Course Content: