

BLUEPRINT AS A BASE IN BUILDING BETTER TEACHER- MADE TEST

Milawati

Politeknik Negeri Madura

e-mail: milawati@poltera.ac.id

ABSTRACT

Teacher made test becomes popular in most rural nor urban school, since multiple learning develop simultaneously during an educational experience. However, teacher often reuse tests without analysing or revising them and seldom use statistical procedures to see how a test or a test item is actually performing. Assesing students often means reaching for a test or quiz that is already prepared, whether it be a test included a textbook or something another teacher prepared. These are not necessarily bad choices, but to make sure they are good choices, the knowledgeable about the blueprint in making a teacher made test should be known. This paper presents seven cornerstones of assessment, how to plan and how to make a teacher made test blueprint. Knowing more about those issue will not only help the teacher to assess the students more effectively, but it will also provide the teacher with a means of evaluating the teaching learning process and help the teacher to produce test that will actually motivate the students to learn.

Keywords: Teacher-Made Test, Cornerstones, Plan, Blueprint.

INTRODUCTION

Even though many English as a Foreign Language (EFL) programs use Communicative Language Teaching, all too often their assessment methods do not correspond to this approach. This was the situation that perhaps could find not only in rural schools, but also in urban one in last decade. At the time, teachers were encouraged to utilize communicative methods and make language instruction interactive and relevant to the students' real-world interests, but at the same time they were asked to assess their students with teacher made test smuch as multiple choice questions and fill-in-the-blanks. As ETS (2006) Well-constructed teacher-made tests can provide teachers with the means to gather evidence about what their students know and can do, help instructors identify students' strengths and weaknesses, keep tabs on student learning and progress, help teachers plan and conduct future instruction, motivate and shape learning and instruction, guide students toward improving their own performances, gauge whether students are mastering district,state, and national education standards and determine if students are prepared for the high-stakes state or district tests. However, not all teachers pay attention on the validity and reliability of the test. Some of them just take the item of test from many sources of handbook, internet, journal etc directly, without any sufficient consideration on the validity and reliability og the test item they take. In accord to those condition, this paper will briefly start discussion on seven cornerstones of assessment, how to plan and construct a teacher made test blueprint, in order to guide them to write a well constructed item test.

KEY CONCEPTS AND CONSIDERATIONS

Roger (2014) mentions seven key concepts ; usefulness, reliability, validity, practicality, washback, authenticity and transparancy are cornerstones in testing that help to ensure that a test is solid. *Usefulness* means that teacher should consider what the purpose of a particular assessment is and whether this purpose congruen with the students they are testing and the course they are teaching. *Reliability* refers to the consistency of a test, indeed if the teacher tests the students more than once using the same test, the result should be the same, assuming that nothing else had changed. Meanwhile, *validity* refers to a particular instrument in fact measures what should be measured. For example: the teacher wants to measure their students' weight, the teacher can use human weight scale is valid, but if the teacher uses another scale such as gold scale or rice scale will be not valid because it is not for measuring human body. Figure 1 shows an example of general information for the test specification of a final exam for a higher education pre academic english language program course.

General Test Information ---- Listening Test I	
Purpose (why are you testing?)	To test students mastery of listening for level I
Intended population (who are you testing?)	Students in university second semester
Intended decisions / stakes (how important is the test for the course grade)	High stakes – weighted as 40% of the final grade
Response format (what type of question will you use? How will the test taker show mastery of the objective?)	Listening : Multiple choice and short answer

Number of examiners (how many people are needed to administer the test? Are there any restriction for test supervisor?)	One test supervisor per 30 students
Number and weighting of items / tasks (how many question will there be on each part? How much will each part be worth for the overall grade of the test?)	Approximately Multiple choice : 35 % Short answer : 65 %
Examination length (how much time will the assessment take overall? Is there a time length per section?)	Maximum of 100 minutes (15 minutes @part)
Order of tasks (in what order will this sections be tested?)	Listening
Rating scale type (condition necessary for making the exam)	Listening (multiple choice and short answer) : answer key agreed to before test (analytical scale if necessary)
Reporting type (how will the score be reported? As a whole score or per section? What is the passing grade?)	Single score (maximum 100%; pass mark 70%)

Figure 1. general test information of listening I

The next key concept is *practicality* which refers to how teacher friendly in given a test. It includes the costs of test development and maintenance, time needed to administer and mark the test, ease of marking, availability of suitably trained markers, and administration logistics.

Three others key concepts are washback, authenticity and transparency. *Washback* refers to the effects of testing on students, teacher, and the overall program. It can be positive or negative washback. Next, *authenticity* means the tasks reflects real world situations and contexts in which the language will be used to provide motivation for the students to perform well. The last is transparency in which refers to the availability of information to students. In this case, the students should aware of the skills, vocabulary and grammar they will be expected to learn and a clear explanation of how these will be assessed.

HOW TO PLAN TEACHER MADE TEST?

Planning teacher made test will give a systematical concept on what type of test, to whom it will be tested, how much time the students should accomplished all the questions. As Groundlund (1998) and Khaahloe (2008) mention several item rules in teacher made test such as to provide clear and understandable directions to students about how to respond, Be sure the items themselves are clear (unambiguous) to students, provide intentional cues regarding the correct response, use grammar and vocabulary consistent with the source of instruction, keep reading level below students' ability, format the item for efficient scoring, Be sure content experts would agree on the correct answer and Write the item so that it measures the specified learning target. Similarly, Ormrod (2008) has also proposed general guideline in constructing teacher made test below:

1. Define tasks clearly and unambiguously
2. Decide whether students should have access to reference materials
3. Specify scoring criteria in advance
4. Place easier and shorter items at the beginning of the instrument
5. Set parameters for students' responses

CREATING A TEACHER - MADE TEST BLUEPRINT

Test blueprints help the teacher over emphasizing one area or completely missing another area that needs to be tested. Rogier (2014) defines a blueprint as a tool to determine what is important for the students to know and the relative weight of each area in relation to other areas or skills being tested. At the same time, blueprint can help the teacher see that the method used for assing matches the cohntive demand that is intended. There are three ways in making blueprint;

1. listing the objective, the way they will be tested and how much of the total exam will cover each area. For instance, listing the skill area (listening, reading, writing, listening and grammar), the learning objective, the item/question type and the overall percentage of important context of the test, see Figure 2.
2. Selecting a test that is already made and map it backward to see if it will fit the teacher's purpose or if items need to be added, adjusted or replaced. To map backward the teacher may list each question, what it tests and the number of points it worth.
3. Checking the content to be tested whether it is tested in the correct proportion to what the teacher hope the students are learning.

Figure 3. shows sample questions that might be on a listening I test, the question has been analyzed to determine the objectives being assesseed and the mix of item types being used.

Skill	Learning Objective	How objective will be tested	Total
Listening	Identify main idea of oral monologue text	Listen and answer questions using short answer items	10 %
	Identify condition and possible result	Listen and answer questions using short answer items	10 %
	identify modal used	Listen and answer questions using short answer and multiple choice items	20 %
	identifying speaker's method	Listen and answer questions using short answer and multiple choice items	20 %
	identifying the clue how speaker follow certain conversation	Listen and answer questions using short answer items	10 %
	figuring out missed information	Listen and answer questions using multiple choice items	10 %
	identifying idioms and phrasal verbs	Listen and answer questions using multiple choice items	20 %

Figure 2. List of the objective, the technique and the total number of item

Material	Learning Objective	Item	Type of Item	Cognitive Level	Number of Question
• oral monologue text (storm surge)	<ul style="list-style-type: none"> Identify main idea of oral monologue text Identify key word of oral monologue text 	1. What is the main idea in Part A?	• Short answer	C2	Part 1 no 1, 3
		3. What is the main idea in Part B?			
		2. What key words does the speaker repeat in Part B?	• Short answer	C2	part 1 no. 2
oral monologue (tornado)	• Identify condition and possible result	Listen to the dialogue, then complete the charts!	• Short answer	C2	part 2 no 1, 2, 3
oral dialogue	• identify modal used	3. What does the girl mean when she says “ you might want to get some sleep before the next exam?”	• Multiple Choice	C2	part 3 no 3
		a. The boy has to sleep before the next exam b. The boy should not sleep before the next exam c. The boy should probably try to sleep before the next exam d. The boys want to sleep before the next exam.			
		1. what does the boy say he should have done? 2. What does the boy wish he could do?	• Short answer	C 2	part 3 no 1, 2
oral monologue (class report)	identifying speaker’s method	1. What is the speaker trying to convince you to do? (score 5)	• Short answer	C 2	Part 4 no 1
		2. Which three methods does the speaker use? (score 7)	• Multiple choice	C 2	part 4 no 2
		a. She gives examples of the best adventure novels b. She suggests that you sail on a pirate ship			

- c. She gives examples of why she thinks adventure novels are great.
- d. She asks you to imagine yourself in different adventure scenes.
- e. She suggests that you read specific adventure novels.
- f. She compares adventure novels to other kinds of books

oral dialogue	identifying the clue how speaker follow certain conversation	Listen to the dialogue, then write the answers! (score 4) 1. What books are the speakers talking about? 2. Who has a copy of the book? 3. Why are his/her friends surprised? 4. How did he/she get the book? 5. What does he/ she think of the book?	short answer	C 2	part 5 no 1, 2, 3, 4, 5
oral monologue (History of the telephone)	figuring out missed information	Listen to the lecture, then circle the correct answer! (score 4) 1. Which topic was discussed before the listening passage? a. The positive effects of cell phone use. b. The negative effects of cell phone use. c. The invention of cell phone d. How many cell phones there are in the world. 2. Which topic was discussed during the listening passage? a. The history of cell phones b. The negative effects of cell phone use c. The best way to use cell phone d. The most popular cell phones 3. Which topic will be discussed after the listening passage?	multiple choice	C 2	part 6 no 1, 2, 3

		<ul style="list-style-type: none"> a. The best brand of cell phone b. Places to buy cell phones c. The positive effects of cell phone use d. Accidents caused by cell phone use 			
oral monologue (Voice messages)	identifying idioms and phrasal verbs	<p>Listen to the voice messages, then circle the best definition for each idiom or phrasal verbs (score 4)</p> <ul style="list-style-type: none"> 1. Hang out <ul style="list-style-type: none"> a. Do laundry b. Spend time with somebody c. Leave the house 2. Grab a bite <ul style="list-style-type: none"> a. Eat a meal b. Chew something c. Take something 3. Stop by <ul style="list-style-type: none"> a. Go somewhere b. Leave somewhere c. Stop moving 4. Be on for something <ul style="list-style-type: none"> a. Continue with plans for something b. Sit on something c. Go somewhere 5. Head off <ul style="list-style-type: none"> a. Touch somebody's head b. Leave c. Arrive 	multiple choice	C 2	part 7 no 1, 2, 3, 4, 5

Figure 3. The Design Of Teacher Made Test Listening Comprehension Skill I

STRATEGIES FOR SCORING TEACHER MADE TEST

Ormrod (2008) proposes strategies for scoring teacher made test, as it is described as Specify scoring criteria in concrete terms, Unless specifically assessing grammar skills, score grammar and spelling separately from the content of students' responses, skim a sample of students' responses ahead of time, score item by item rather than paper by paper, try not to let prior expectations of students' performance influence judgments of their actual performance and keep students' scores confidential. Figure 4. shows sample of guidelines in scoring teacher made test that might be on a listening I test, there will be a rubric and analytical scale to count students' score.

PART	TYPE OF ITEM	NUMBER OF ITEM	SCORING
1	Short answer	1,2, 3	<ul style="list-style-type: none"> if the answer is correct and the reason have relation with the question, the score will be scored 4 if the answer is correct, but the reason do not have any relationship with the question will be score 2 if the answer is not correct as well as the reason will be got no score or get score 0 if there is no answer and reason at all will get score 0
2	short answer	1, 2, 3	<ul style="list-style-type: none"> if the answer is correct and the reason have relation with the question, the score will be scored 4 if the answer is correct, but the reason do not have any relationship with the question will be score 2 if the answer is not correct as well as the reason will be got no score or get score 0 if there is no answer and reason at all will get score 0
3	short answer	1, 2	<ul style="list-style-type: none"> if the answer is correct and the reason have relation with the question, the score will be scored 4 if the answer is correct, but the reason do not have any relationship with the question will be score 2 if the answer is not correct as well as the reason will be got no score or get score 0 if there is no answer and reason at all will get score 0
	Multiple choice item	3	<ul style="list-style-type: none"> for each correct item will score 4 for each incorrect item will get no score or score 0

4	short answer	1	<ul style="list-style-type: none"> • if the answer is correct and the reason have relation with the question, the score will be scored 5 • if the answer is correct, but the reason do not have any relationship with the question will be score 2,5 • if the answer is not correct as well as the reason will be got no score or get score 0 • if there is no answer and reason at all will get score 0
	multiple choice	2	<ul style="list-style-type: none"> • for each correct item will score 7 • for each incorrect item will get no score or score 0
5	Short answer	1, 2,3,4,5	<ul style="list-style-type: none"> • if the answer is correct and the reason have relation with the question, the score will be scored 4 • if the answer is correct, but the reason do not have any relationship with the question will be score 2 • if the answer is not correct as well as the reason will be got no score or get score 0 • if there is no answer and reason at all will get score 0
6	Multiple choice	1, 2, 3	<ul style="list-style-type: none"> • for each correct item will score 4 • for each incorrect item will get no score or score 0
7	multiple choice	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • for each correct item will score 7 • for each incorrect item will get no score or score 0

Figure 4. Guideline for Scoring teacher made test on listening I

CONCLUSION

In summary, by reflecting on the test used by the teacher, how they are developed and the results obtained from them, testing will not become so complex or beyond comprehension. Indeed, it will provide students with a better experience, empowering them as learners instead of instilling fear of tests. In other words, blueprint may lead the teacher to write a well constructed teacher made test which, then, can be used to diagnose students' difficulties in the teaching and learning process, to give score on certain's ability, to certify and monitor the education standard (ETS, 2006). Commonly, it is done periodically for all subjects in order to improve the teaching learning process and decide as a parameter whether the teaching learning process is successfully done or not.

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