**SOME PROBABLE SAMPLE QUESTIONS ON TEST CONSTRUCTION: GENERAL PROCEDURE OF TEST CONSTRUCTION AND STANDARDIZATION**

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**Date: 20-08-2025**

**A. Probable Broad Questions**

1. Define *test construction* in the context of educational measurement. Discuss in detail the **general procedure of test construction** with suitable examples.
2. Explain the concept of **test standardization**. What are the main steps involved in the standardization of a test?
3. "A good test must be valid, reliable, and practical." Discuss this statement in the light of **test construction and standardization.**
4. Describe the role of **item analysis** in test construction. How are difficulty index and discrimination index calculated and interpreted?
5. Write a comprehensive note on the relationship between **test construction, validation, and standardization** in education.

**B. Short Answer Questions**

1. What is meant by a **Table of Specifications (Blueprint)** in test construction? Why is it important?
2. Differentiate between **standardized tests** and **teacher-made tests**.
3. Mention any three characteristics of a good test.
4. What is meant by **norms** in test standardization? Give examples.
5. Explain the difference between **content validity** and **construct validity** with suitable examples.

**C. Objective / Multiple Choice Questions (MCQs)**

1. The first step in test construction is:
a) Item analysis
b) Planning the test
c) Scoring the test
d) Administering the test
**(Answer: b)**
2. The index that shows how well an item differentiates between high and low achievers is called:
a) Reliability index
b) Discrimination index
c) Validity coefficient
d) Difficulty index
**(Answer: b)**
3. Which one is *not* a method of establishing test reliability?
a) Test-retest method
b) Split-half method
c) Item analysis method
d) Parallel forms method
**(Answer: c)**
4. A test is said to have **construct validity** if it:
a) Covers all parts of the syllabus
b) Measures the intended psychological trait
c) Is consistent across administrations
d) Is easy to administer
**(Answer: b)**
5. In test standardization, norms are developed to:
a) Eliminate poor test items
b) Compare individual performance with a reference group
c) Ensure objectivity in scoring
d) Increase test reliability
**(Answer: b)**