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

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**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)**