Investigation on Test Preparation Techniques in Dilla and Wonago Elementary Schools, Snnpr, Ethiopia

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CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education is a “corner stone” of economic and social development. Through education: one can develop whose skills are strategic for economic growth, promote progress and be relevant to the needs of the nation. A diverse body of literature demonist rotes that the future development of the world and individual nations relies on the capacity of individuals and countries to acquire, adapts, and advance knowledge. This capacity depends, intern, on the extent to which the population has attained literacy, numeracy, communications and problem solving skills. Therefore in the overall development efforts, high priority should be given to education. Assessment and evaluation are served to end hence student’s education and to improve teacher instruction. Student evaluation and assessment are central to every school and class room. It is how teachers find out what students are learning’s how they are progressing, and how teachers can make improvements for their future development (Sarita Kumori 2006)

Tests are measurement devices that provide information about students and possible others in the educational enterprise but the emphasis are certainly on students. In educational measurement and evaluation, tests are an attempt to measure the learner’s knowledge, intelligence and others in systematic way. Based on the students various ability there are different test, and learning experience tests and etc. (world book 2007)

As many experiences teacher is money of the individuals those who construct /prepare/ the class room tests. Many teachers prepare test that follow their away method of instruction. They give test to their learners in order to know how well the students have taught particular subjects that provided to them. If the desired or expected results are
obtained, efforts are made to maintain the program under the best working condition. If undesirable outcomes of the learners are observed, corrective or remedial measures are selected and applied. There are also some related problems like test planning, and administration can make the classroom exams (tests) reveal incorrect results. Therefore, the paper attempts to overcome the major factors of the explained problem and related issues which affect the effectiveness of the classroom tests in Dilla and Wongo elementary schools.

KINDS OF TEST

Most tests are designed to measure one, of several characteristics;

1. Learning ability test
Tests of learning ability attempt to predict how well an individual will perform in situations requiring an intellectual ability. These tests are sometimes called intelligence tests, mental ability tests, academic aptitude tests, or scholastic aptitude tests. The skills learned throughout the individual's life, both in and out of school, tests of learning ability do not measure how “bright” a person is. Educators use the terms intelligence and mental ability simple to describe a person’s ability to solve certain kinds of problems typically involved in school work. These terms do not reflect a personal ability in all areas.

2. Achievement tests
Try to measure how much an individual has learned about a particular subject, rather than the general ability for learning. Schools use achievement tests more than any other kind of tests. Throughout primary, secondary and college, most teachers rely on such tests when rating a learner’s progress. There are two types of achievement tests: norm referenced and criteria reference tests. In norm referenced test, each person’s performance is compared with those of others who took the tests. While in criteria referenced tests, each person’s performance is compared with predetermined standards or criteria.

3. Aptitude and interest tests
It reveals an individual’s talents or preferences for certain activities. A person who likes to do with machinery would probably score highly on a test of mechanical aptitude. Such person has an aptitude for mechanical work and at least he/she has good chance of succeeding at it.

4. Personality tests
Personality tests attempts to measure an individual’s personality traits scientifically. Some standardized personality test consists of a lists of personal questions require yes or no answers. Example, a person might score high in social being alone. Such person might find scientific researcher more satisfying of a career than teaching science in class room.

Psychologies use personality tests as clue for further study of an individual. Most personality tests are less reliable and less valid than other kinds of test discussed her. So it has some criticisms.

1.2. Statement of the problem

Tests are the part of educational measurement and evaluation that are central to every school and classroom. It is how teachers find out what students are learning, how they are progressing and how teachers can improve for their future development. Test preparation techniques have its own negative and positive impacts on the student’s achievement. This study was conduct to investigate and improve the classroom test preparation techniques at Dilla and Wonago elementary schools with reference to grade 7th and 8th of the teachers. So the researcher was targeted to these schools to improve the techniques of test preparation.

In order to address these objectives the following basic questions were stated to be answered.

1. How do school teachers plan and administer the class room tests?
2. How often they test the learner’s performance?
3. What are the criteria’s for good tests?
4. What is the attitude of teachers towards continuous assessments?
5. Which types of tests mostly used in the class room?

1.3. OBJECTIVE OF THE STUDY

1.3.1 General objectives

The general objective of this study was to investigate and improve the techniques of test preparation in Dilla and Wonago elementary schools.

1.3.2 Specific objectives

The specific objectives of this study include:-

- Identifying the teachers awareness on test preparation
- Assessing information about continuous assessment techniques.
- Investigating the class room test items
Determining the validity and reliability of classroom tests
Determining the common types of tests most provided in the classroom.
Aware the importance of qualified test preparation

1.4. SIGNIFICANCE OF THE STUDY
A well-constructed and carefully administrated test is used to determine the achievement of learning weakness and strengths. Since test preparation technique is very crucial for measurement and evaluation, it must address the need of teachers and students in the teaching learning process and the background of the students.

In general the study can help:-
- Give hints how constructing classroom test
- It will also give information to educational authority about evaluation process practiced in the classroom.
- The study reflects the nature and kind of problems related on test preparation and how to overcame them
- It provides same point that make the classroom tests qualified
- The study may also serve as a source of information for further related studies.

1.5. DELIMITATION OF THE STUDY
It has been described that the aim of this study was improving the technique of test preparation. In order to run study according to plan it was necessary to delimit the scope of the study to manageable size. The researcher was conducted at Dilla Town which is 1km from Dilla University, specifically in Dilla elementary school and Wonago town 15 Km far away from Dilla town.

1.6. LIMITATION OF THE STUDY
The effectiveness of this study was affect by several factors among these shortage of time given for the study, financial constraints, there reflectance to respond for the question raised were some of the factors that hinder the efforts on the researcher to considerable extent from going deep in the investigation of the problem.
CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Purpose of tests

First, it is important to understand the many functions for which tests are constructed. An illustrative but not exhaustive list of test purposes follows.

2.1.1 Description

Many tests are developed to describe the present status of individual learners on a variety of test measures. Teachers want to know their students' age levels, reading performance, and attitude toward school.

2.1.2 Prediction

Same tests are used to predict the future performance of the examinees.

2.1.3 Assessing individual differences

Some tests are used to differentiate between people in order to identify those who are highest and those who are lowest in same measure. Identifying gifted students or those in need of remediation is a task faced by many.

2.1.4 Objectives evaluation

It is essential in such situations to report a progress and to plan instruction in terms of the objectives that have been mastered by the students.

2.1.5 Diagnosis

An instructional plan for student should be based on a thorough diagnosis of his or her areas of strength and weakness. The educational diagnosis is usually determined by performance of one or more tests. Diagnosis to tests is usually very detailed because they focus on specific and discrete response of the learner. The list of purposes that tests serve is certainly not complete, but it does provide on illustration of the wide variety of tasks that the tests are expected to perform. A single test should not be expected to be all encompassing. If we construct a test that serves one of these purposes well, then we have accomplished something important. To construct a test that serves more than one of these purposes at the sometime is more than we should hope for. The items on a test that is designed for one purpose may not necessarily be a preprinted on a test that is designed for different purpose. Clearly, the test items that are best salted for one purpose are often not well suited for another purpose. There for, as we plan a test, it is essential that we focus on the primary purpose that the test is meant to serve. We also need to focus on the
specific kind of knowledge or educational outcome that is to be assessed.

2.2 Test planning
Class room test play a high role in the evaluation of pupils learning. The attention we give to planning very much matters in the making of class room examination even though planning is considered as an asset in test making, however most teacher - made tests are not mostly made by plan. Thorndike and Hagen (1979) states that “many locally made test suffer from weakness or even absence of planning cored out before work is began on writing the test exercise”.

2.2.1 Practice considerations in planning tests.
Much of the planning of test is constrained by practical constructions.

2.2.2 Type of test: - our usual idea of testing is an in class test that is administered by the teacher. However, there are many variations in these themes: group test, individual test, written tests, oral test, pretest and post test and etc. Each of these has different characteristics that must be considered when the test is planned.

2.2.3 Test length: - a major decision in the test planning is how many items should be included on the test. There should be enough to cover the content adequately. But the length of the class period restricted the test length. Just how many items will fit in to a given test accession is same thing that is learned through experience with similar group of students.

2.2.4 Items formats
Determining what kind of items to include on the test is a major decision should they be objectively scored formats such as multiple choice, matching, or true- false? These are important question that can be answered only by the teacher on the context of local of his or her learner. Once the planning decision is made, the item writing begins. This is often the task that is the most feared by beginning constructors. The procedures are more common sense than they are formal rules.

2.3 Table of specifications
When instructional objectives are not available or the test covers a larger block contents it is helpful to plan tests using a table of specifications not that table of specifications also used when instructional objective are available. It has two dimensional grids that allow us to plan how many items to have for each content area and for each level of thinking. The content
area listed on the raw and the desired level of thinking listed on the columns. The degree of specificity within the content area is determined by the test constructor.

2.4 Qualities of good test

A test constructor needs a good knowledge about the essence of qualities. A good test is a result of carefully understanding and application of the essential qualities expected in school test. According to Thorndike and Hagen (1979:56) there are three basic test qualities: validity, reliability, and practicality.

2.4.1 Test validity

If the given test is supposed to fulfill the expected out come. It is said to be valid test (Ashworth, 1982) validity test are affected by many factors related to test administration like cheating during exam, lack of conducive test environment and uniformity of test items.

2.4.2 Test Reliability

It is defined as “consistence ” it mean how for the test would give the same result if it could be done again by the some learner (Groun Lond, 1981) measure of reality can be affected by many factors including those affect validity, of such factors, the major one include.

Techniques of writing question, length of test choice of test techniques, method of test administration, variations in performance of pupil telling the test and variation in the test etc (Frith and Macintosh 1997).

2.5. Test administration

Test administration is the concepts of providing optimum condition for obtaining the pupils responses and creating conducive environments for test atmosphere (Agummy 1994). Test administration, either of class room level or in hall used for pupils examination, is not an easy task. Several security measures must be to ken in order to achieve the best results. It is obvious that class room tests are basically task devised to allow learners to focus what they can do with the information, skills, knowledge and opinions they are supposed to have learned in class, for this the test atmosphere needs to be conducive.
CHAPTER THREE

3. METHODOLOGY OF THE STUDY
This section describes; the data source, sampling techniques and instruments use for data collection

3.1 Data sources
For this study, the main sources of data were teachers, observation of school environment and class room during test provision and different references.

3.2 Sampling technique
The techniques of sampling were randomly sampling techniques from the total grade 7th and 8th of Dilla and Wonago elementary teachers. There were 16 teachers

3.3 Instruments of data collection
For data collection the researcher was used questioner, observation and interview were the main instrument of data collection.

In this study both primary and secondary sources of information were used. For primary source structured questionnaire were chosen to be fulfilled by the teacher.

Interview was also included by further information about the study. In the secondary sources, some books, and previously done research were included. The questionnaires were distributed in face to face situation in order to avoid refusals and clarity points.

3.4 Data analysis techniques
After collecting the data through the methods mentioned above, their response and information gathered from other source were analyzed. The data gathered was interpreted using appropriate expressions and explanations through table and paragraph analyzed. The analyzed data was presented in tubular presentation and written form.

CHAPTER FOUR

4. DATA ANALYSIS
This chapter deals with the major findings and analysis of the study. The analysis was based on the responses obtained through the questionnaires presented for selected teachers of Dilla and Wonago elementary schools. The total number of questionnaires prepared for the teachers were 16 of general information and 5 of personality information.

- Responses obtained from the teachers
As shown in the table 1, the number of students in one class is between 50-75 (75%) or the number of respondents agrees on this number of students in one class room. 1 (25%) of the respondent response that there are more than 75 students found in one class room. Generally between 50-75 are the major responses. So, there are problems of overcrowded of pupils in class room at test administration.

Table 2.

Table 3.

Table 2 indicates 16(100%) of the teachers know different types of tests. From the randomly selected teachers, there is no one who doesn’t know the different type of tests which is provided in the class room. So it is clear that there are different types of tests.

Table 3.
Table 3 shows that 8(50%) of respondents know achievement tests and 8(50%) also know personality type of tests. According to the respondents there is no one who know aptitude types of tests. And also no one who knows all types of tests that mentioned in the above table.

Table 4.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How did you use table of specification during test construction?</td>
<td>A. always</td>
<td>No response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. some time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. I don’t use it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

As shown in the table 4, one can easily understand that 15(75%) of teachers use table of specification some time. 1(25%) of the respondents use table of specification always during test construction. According to the respondents there is no one that who don’t use table of specification at test preparation (construction). There for most teachers use some time table of specifications for test construction.

Table 5

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Which items do you use commonly in most tests?</td>
<td>A. Matching</td>
<td>No response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. True-false</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Choose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. All</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

On the above table all respondents use the most common items in most class room test. So their response is the same and they use all 3 common types of test items. There are no variations between respondents.
The above table shows that the correspondence of the test items and instructional objectives are moderate. As the respondents 15(75%) says moderate, 1(25%) says high and no one says low correspondence.

Table 7.

As shown in the table above one can easily understand that there are factors that affect test reliability. According to respondents idea, both length of test and all owed time affect test reliabilities. So all respondents ideas are the same and test reliabilities are affecting know.

Table 8.
Table 8 indicates that the school suitability for test administration is good. i.e as the respondents rasps there were not very good, fair and poor hence all respondents agree on the some options.

Table 9.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No response</td>
</tr>
<tr>
<td>9</td>
<td>What kind of deficiency are found during test administration</td>
<td>A. In sufficient school seat</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Sound and other disturbance from environment</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Class room size</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. All</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

According to the information indicated in the above table 25% of respondents (teachers) responded that the deficient of school seat. The other responses are 15(75%) of the teachers responded all mentioned problems were existing. So majority teachers agree on the existence of all mentioned problem during test administration.

Table 10

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No response</td>
</tr>
<tr>
<td>10</td>
<td>When did you give tests for the class room pupil?</td>
<td>A. At normal time</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. On opposite shift</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. At learners break time</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. At summarization</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

According to the information set in the above table the test provision time is at normal period the respondents responses are similar and the some on the test giving time.
Table 11.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Do you give continuous test and examinations</td>
<td>A. Yes</td>
<td>16 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td>- 0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16 100</td>
<td></td>
</tr>
</tbody>
</table>

As mentioned on the above table 16(100%) of the respondents give continuous test and examination for class room learners. So, all teachers response were the same and similar on the above points of view. There is no one who disagrees or not give test cautiously for class room teachers.

Table 12.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>If four answers for the above question is Tess, how often do you use?</td>
<td>A. Weekly</td>
<td>8 50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Monthly</td>
<td>8 50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. At the end of the semester</td>
<td>8 50</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16 100</td>
<td></td>
</tr>
</tbody>
</table>

As the above table shows 8(50%) of the respondents response that they give the test monthly and 8(50%) of the respondents also give the class room tests weekly. According to this table of respondents, there is no one who choose the option of give test of the end of semester or (0%) provide test at the end of semester.

Table 13.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>The interests of the to take test than other assessment techniques is----</td>
<td>A. High</td>
<td>4 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Middle</td>
<td>8 50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Low</td>
<td>4 25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16 100</td>
<td></td>
</tr>
</tbody>
</table>
According to the respondents' idea, the interest of the learner to take tests is than other assessment techniques was middle. That means (50%) of the respondents’ response, middle alternative, 4(25%) responses high interest and 4(25%) responses low interest to take test than other assessments. Generally, the majority of respondent’s response, the interest of the learner was medium.

Table 14.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>The students problems during test administration is ---</td>
<td>A. Cheating</td>
<td>No response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Drafting (coping)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Insult test administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Answer from them salver</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Table 14 shows that, learners cheat during test administration 8(50%) Draft coping during test administration and 4(25%) Answer from themselves without any problems. Therefore, according to the respondent’s point of view, the main problem was drafting of test from each other and the minor problem was cheating. But some students take exam properly.

Table 15

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Alternative</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The test item mainly used in the class room is</td>
<td>A. Objective test</td>
<td>No response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Subjective test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Both items found equal’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

As the above table shows 4(25%) teachers responded that the test items used in the class room was objective test 4(25%) of teachers responded that the main items used in the class room was
subjective tests and 8(50%) of the respondents responded that both items used mainly in the class room tests. Generally the majority of respondents 8(50%) were responded that both items used in the class room tests.

CHAPTER FIVE

5. SUMMARIZATION AND CONCLUSION OF THE FINDINGS

5.1. Summary of the finding

Based on the information obtained from the respondents were analyzed under chapter four, its summarizations was included in this unit.

➢ Even if there were some availability and suitability of materials and the required experiences were there on the test constructions technique, there were also some deficiencies elaborated by the class room test constructors or respondents. According to the response responded from the respondent, the deficiencies and problems that existed during test construction and administration are as follows.

➢ Problems of students number in one class room. The high impacts on test administration

➢ Teachers has low awareness on different types of tests. During test preparation, the class room teacher could be consider different types of test to assess the learners performance skills, knowledge and experiences

➢ During test construction, they didn’t use table of specification always, they use it some time.

➢ There were also some deficiencies on the correspondence of test items and instructional objectives.

➢ Length of tests and allowed time are the factor that affects test reliability and validity.

➢ School facility was in sufficient. School seat; class room size and environmental disturbance are the mentioned issue. Even if the above deficiencies were presented by the respondents, there were also some points that were required motivation and initiations that mean the tasks that are performing in well and appropriate manner. From these tasks the following are the major mentioned points:

➢ Most teachers provide tests weekly and monthly. This is very
important to assess the learners learning experiences continuously.

- They know the most common items in most tests. As many experience the most common items in most class room test were true false, chose and matching. These and other some point are mentioned by the respondents and analyzed and summarized by the researcher.

5.2 CONCLUSIONS

Based on the above information, the researcher concluded that there were several minor and major problems existed in Dilla and Wonago elementary schools during test construction and administration.

As conclusion the majority issues were the negative impacts that accrued on test prepares and administer. The researcher obtained various information through different instruments of data collection, like interview, questionnaire and observation.

Therefore, for the case of lack of use table of specification, cheating and drafting of test during test administration, high number of learner in one class room, low quality of test validity and reliability and in correspondence of test items and instructional objective, the researcher conclude that there wee many problems in this area of study. Generally the school has problem of test preparation techniques which need to be dealt on seriously.

5.3 RECOMMENDATIONS

Based on the gathered information through various data gathering techniques, the researcher recommended the following points of views. Before stating to study this area, the researcher planned to assess and analyze of the problems that existing on test preparation techniques.

Based on the planned issues or tasks, the researcher stated to gather many information or problems with were appearing at test construction and administration. Most of the time this problems directly or indirectly finding in educational areas in general and class room teaching learning in particular. Because of this the researcher give high emphasize to study class room test construction.

Teacher is one of class room test constructor. So, the researcher directly focused on class room teachers. The researcher applied several strategic to solve the problems that funded in the study. He
implemented the planned strategies in practical then he evaluates the change. At evaluation the researcher got what he expected to overcome at test preparation administrations. Intensive training on test construction should be given for teachers by the Zonal or regional education experts to maximize their knowledge, skill and attitude. Generally this research can contribute high importance for related study, informing the problems that are exist in the classroom to the school principal and the responsible body in educational sectors. It also provides clue for Ministry of Education and Regional Education office to awards the classroom teacher how to construct class room test and examination. These and the related issues are the advantages of the research which the researcher expected from the study.

REFERENCES


**ANNEX**

1. The test item mainly used in the class room is
   A. Objective test
   B. Subjective test
   C. Both items found equal’s

2. The students problems during test administration is
   A. Cheating
   B. Drafting (coping)
   C. Insult test administrator

3. The interests of the to take test than other assessment techniques is
   C. Low

4. If four answers for the above question is Tess, how often do you use?
5. When did you give tests for the class room pupil?
   A. Weekly
   B. Monthly
   C. At summarization
   D. At the end of the semester

6. What kind of deficiency are found during test administration?
   A. In sufficient school seat
   B. Sound and other disturbance from environment
   C. Class room size
   D. All

7. The school physical material suitability for test administration?
   A. Very good
   B. Good
   C. Fair
   D. All

8. What are the factors that affect test reliability?
   A. Length of the test
   B. All owe define
   C. At the end of the semester
   D. Both

9. Which items do you use commonly in most tests?
   A. Yes
   B. No
   C. Choose
   D. All

10. Have you given continuous test and examinations?
    A. Weekly
    B. Monthly
    C. At learners break time
    D. On opposite shift

    A. At normal time
    B. On opposite shift
    C. At learners break time
    D. All