

Example:

Student No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	total scores
1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	8
2	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	11
3	1	1	1	0	1	0	1	0	0	0	1	1	0	1	0	8
4	1	0	1	0	0	1	1	1	1	0	1	0	1	1	1	10
5	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	12
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	10
8	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	13
9	0	1	0	0	1	1	1	0	1	0	1	0	1	0	1	8
10	1	0	1	1	1	0	1	0	0	0	1	1	1	0	1	9
																5.04
p	0.9	0.8	0.7	0.5	0.8	0.7	0.6	0.6	0.6	0.6	0.8	0.6	0.8	0.7	0.7	3.02
q	0.1	0.2	0.3	0.5	0.2	0.3	0.4	0.4	0.4	0.4	0.2	0.4	0.2	0.3	0.3	
pq	0.09	0.16	0.21	0.25	0.16	0.21	0.24	0.24	0.24	0.24	0.16	0.24	0.16	0.21	0.21	
K	15															
K-1	14															
Σpq	3.02															5.04
σ²	5.04															
KR-20	0.429421769	0.429														
RELIABILITY	unacceptable															

KR-20 Value	Reliability
≥ 0.9	Excellent
0.8 - 0.89	Good
0.70 - 0.79	Acceptable
0.60 - 0.69	Questionable
0.5 - 0.59	Poor
< 0.50	Unacceptable

$$KR-20 = \frac{K}{K-1} \left(1 - \frac{\Sigma pq}{\sigma^2} \right)$$

split half – when the scores are divided into odd-numbered item scores and even-numbered item scores, then two sets of scores are tested for correlation index.

3. **Practicality** – the ease of constructing the test, as well as the ease of administering and scoring it. A printed, written reading and text comprehension test is easier to administer than an oral test.

Developing Objective Tests

- An objective test is one that requires only one correct answer, and all other answers are categorized as wrong based on objective criteria. It is free from the subjective bias of the test constructor. The popularity of objective tests as a mode of measuring reading and comprehension skills is attributed to their ease in preparation, scoring and marking.

Types of Objective Test

- True or False
- Multiple -Choice
- Fill-in-the-Blank
- Matching Type

the information read to their life experiences and knowledge. Examples of skills and questions are:

Making comparison: Using the clue words of the author, how was Ben and John different?

Drawing conclusions: From the circumstances presented in the selection, what conclusions can you make?

Distinguishing fact and opinion: Relying on the information presented in the selection, which of the following is a fact or an opinion?

Making decisions/suggestions: If you were the judge in the story, what would be your ruling to the case?

Giving alternative endings: If you were the author, how would you end the story?

3. Non-prose Reading Test

This group of tests uses charts, maps, product labels, signs, and symbols, menus, and other materials that use minimal words to explain something. They serve as stimulus materials that serve as bases for learners to answer literal, interpretative, and applied questions presented in the multiple-choice format.

Assessing Learners Reading Profiles

Reading

- The most essential skill for success in all educational contexts, means a skill of paramount importance as we create assessments of general language ability.

Two Primary Obstacle

- *Bottom Up and Top-down* - Be able to master fundamental bottom-up strategies for processing separate letters, words and phrases, as well as top-down, conceptually driven strategies for comprehension
- *Schemata* - The language leaders must develop appropriate content and format schemata-background information and cultural experience- to carry out those interpretations effectively.

Helping learners become good readers entails

- The use of valid information
- The use of reliable information
- The conduct of an informal reading inventory