



Rate of validity, reliability and difficulty indices for teacher-designed exam questions in first year high school

Gholamreza Jandaghi, Ph.D.

Faculty of Management, University of Tehran, Qom Campus, Iran

Email: jandaghi@ut.ac.ir

Fatemeh Shaterian, M.Sc.

Islamic Azad University, Saveh Branch, Iran

Email: shaterian@yahoo.com

Abstract

The purpose of the research is to determine high school teachers' skill rate in designing exam questions in mathematics subject. The statistical population was all of mathematics exam sheets for two semesters in one school year from which a sample of 364 exam sheets was drawn using multistage cluster sampling. Two experts assessed the sheets and by using appropriate indices and z-test and chi-squared test the analysis of the data was done. We found that the designed exams have suitable coefficients of validity and reliability. The level of difficulty of exams was high. No significant relationship was found between male and female teachers in terms of the coefficient of validity and reliability but a significant difference between the difficulty level in male and female teachers was found ($P < .001$). It means that female teachers had designed more difficult questions. We did not find any significant relationship between the teachers' gender and the coefficient of discrimination of the exams.

Keywords: teacher-designed exam- content validity- face validity- reliability- coefficient of discrimination- coefficient of difficulty

Introduction

Examination and testing is an important part of a teaching-learning process which allows teachers to evaluate their students during and at the end of an educational course. Many teachers dislike preparing and grading exams, and most students dread taking them. Yet tests are powerful educational tools that serve at least four functions. First, tests help you evaluate students and assess whether they are learning what you are expecting them to learn. Second, well-designed tests serve to motivate and help students structure their academic efforts. Crooks (1988), McKeachie (1986), and Wergin (1988) report that students study in

ways that reflect how they think they will be tested. In last 40 years the most exams used to evaluate the students have been designed by teachers. Some may have used tests which have been designed by outsider exam designers. These tests have not had enough efficiency (Seif 2004). Regarding the importance of teacher-designed test in evaluation process of the students, many researches have been done in this area (Lotfabadi 1997). The reliability and validity of professionally written multiple-choice exams have been extensively studied for exams such as the SAT, graduate record examination, and the force concept inventory. Much of the success of these multiple-choice exams is attributed to the careful construction of each question, as well as each response. Scott et al(2006) studied the validity of multiple-choice exams in large introductory physics courses and found that assessing the validity of exam scores is much more difficult as it requires making an independent assessment of the student's physics knowledge with which to compare the exam results. Their study of 33 students taking the calculus-based course, who had scored consistently on their three midterm exams, showed that the multiple-choice exams gave a statistically equivalent assessment of their understanding compared to their written explanations and interviews. In theory, the best test for a subject is a test that includes all educational objectives of the course. But if the test is too long, its preparation is impractical. Therefore, instead of including all content and objectives, one may choose some questions which are representative of the whole subject to achieve all objectives. Such a test is said to have content validity (Seif 2004).

Content validity of a teacher-designed test can be assessed by a sample of the test questions. When a test does not have content validity two possible outcomes may occur. First, the students can not present the skills that are not included in the test when they need. Second, instead some unrelated question may be included in the test that are answered wrongly. The important point here is that we should not mistake the face validity with content validity. Basically the face validity is a measure that determines whether a test is measuring logically and whether students think the test questions are appropriate (Lotfabadi 1997).

Based on what is said, an ideal test in addition to measuring what is supposed to measure, must be consistently constant in different times. This characteristic is called reliability. Other measures of an ideal test are difficulty level and discriminant index. Several measures of exam difficulty have been proposed. Bruce(1974) proposed a difficulty coefficient based on the assumption that increasing test difficulty results in increased variability of test at or above the mean) divided by the mean test score. The variability of scores above the mean is used because the variability below the mean can be affected by other factors besides test difficulty (lack of studying or motivation, missed examination, etc.). A higher DC indicates a more difficult test scores and a lower mean, the difficulty coefficient (DC) is equal to (100 multiplied by SD of scores at above the mean) divided by the mean test score (Stowell 2003). The total percent of the individuals who answer the question correctly is known as difficulty coefficient denoted by **P** (Seif 2004). The discriminant index is a measure of discrimination between strong and weak groups. In this study, we intend to evaluate the extent of ideal quality measures (validity, reliability,...) in teacher-designed test for first year high school.

Materials and methods

The statistical population in this study consisted of all mathematics exam papers for final mathematics exams in first and second semester for first year of high school in Qom province of Iran of which a sample of 364 was taken. A multistage cluster sampling was

Jandaghi, G., Shateria, F. (2008). Rate of validity, reliability and difficulty indices for teacher-designed exam questions in first year high school. *International Journal of Human Sciences* [Online]. 5:2. Available: <http://www.insanbilimleri.com>

used to draw samples. In first stage one of four education districts was chosen and in second stage three schools was randomly selected. In third stage a number of exam papers from each school was selected according to the number of students in each school.

In this study the content validity of the exam questions was assessed in two ways. In the first method we used a two dimensional table. One dimension was educational goals and the second dimension was the content of the course materials (Seif 2004). The second method applied for assessing content validity was a questionnaire with Likert scale in which two mathematics education experts evaluated the extent of compatibility of exam questions with course contents. For assessment of face validity of teacher-designed exams we used a 12-item questionnaire answered by two mathematics experts.

Reliability

To assess the reliability of the tests, we needed to use a number of experts to mark the exam papers in order that the marking does not affect the marker's opinion(seif 2004). In this study, we asked two teachers to mark the exam papers separately and used Kendal agreement coefficient to check the agreement of the two markings.

Difficulty Coefficient and Discriminant Coefficient

Because all of mathematics exam questions were open questions, we used the following formula for calculating the difficulty coefficient(DifCo).

$$DifCoef_{question(i)} = \frac{M_{S(i)} + M_{W(i)}}{N_B * m_i}$$

Where

$M_{S(i)}$ = sum of marks for Strong group in question i

$M_{W(i)}$ = sum of marks for Weak group in question i

N_B =number of students in both groups

m_i =total mark of question i

And the Discriminant Coefficient(DisCo) was calculated based on the following formula (Kiamanesh 2002).

$$DisCoef_{question(i)} = \frac{M_{S(i)} - M_{W(i)}}{n_g * m_i}$$

Where

$M_{S(i)}$ = sum of marks for Strong group in question i

$M_{W(i)}$ = sum of marks for Weak group in question i

n_g =number of students in one group

m_i =total mark of question i

Results

The percentages of papers were almost equal in terms of students' sex (49% males and 51% females). The characteristics of the exam questions is summarized in Table 1.

Table 1. Exam characteristics by book chapters

Characteristic chapter	knowledge		concept		application		total
	mark	percent	mark	percent	mark	percent	
1	9.75	2.3	49	11.7	0	0	58.75
2	34.5	8.2	132.25	31.5	0	0	166.75
3	24.75	5.9	99	23.6	2.5	0.6	126.25
4	0	0	61.5	14.7	6.75	1.6	68.25
total	69	16.4	341.75	81.4	9.25	2.2	420

Table 1 shows that most mathematics questions were on concept (81.4%) and small percentages on knowledge (16.4%) and application (2.2%). There were no questions on analysis, combination and evaluation in the exams.

As stated before, the agreement of teachers evaluations was calculated using Kendall's agreement coefficient. The value of the coefficient was 0.64 which was significant at p-value of 0.002. The Kendall's agreement coefficient for face validity of the questions based on the evaluation of expert teachers was 0.52 and significant at p-value < 0.0001. The reliability coefficient based on markers' evaluations was 0.989 and significant (p < 0.0001). The minimum and maximum difficulty coefficients estimated were DifCoef(min) = 0.05 and DifCoef(max) = 0.51 with standard error of 0.17 which indicates that the questions have moderate difficulty level. The minimum and maximum discriminant coefficients were DisCoef(min) = 0 and DisCoef(max) = 1 with standard error of 0.21 indicating that the questions have good discriminant coefficient.

We also found no significant difference for content validity and reliability between female and male teachers. Then we compared the Difficulty coefficient and discriminate coefficient between two sexes of teachers. The test results are shown in Tables 2 and 3.

Table 2. Chi-square test for comparison of difficulty coefficients between female and male teachers

Difficulty level	# of questions from female teachers	# of questions from female teachers	Chi-squared value	Degrees of freedom	p-value
0-0.2	13	17	31.946	4	0.000
0.21-0.4	21	31			
0.41-0.6	24	67			
0.61-0.8	41	28			
0.81-1	37	16			

Table 2 shows that there is a significant relationship between difficulty level of the questions and the sex of teachers. Female teachers tend to design more difficult mathematics questions than males.

Jandaghi, G., Shateria, F. (2008). Rate of validity, reliability and difficulty indices for teacher-designed exam questions in first year high school. *International Journal of Human Sciences* [Online]. 5:2. Available: <http://www.insanbilimleri.com>

Table 3. Chi-square test for comparison of discriminant coefficients between female and male teachers

discriminant level	# of questions from female teachers	# of questions from female teachers	Chi-squared value	Degrees of freedom	p-value
0-0.2	11	14	0.943	4	0.918
0.21-0.4	18	26			
0.41-0.6	37	41			
0.61-0.8	41	49			
0.81-1	29	29			

Table 3 shows no relationship between the teacher's sex and the discriminant level of the questions.

Discussion and Conclusion

One of the important issues in any teaching and learning system is the quality of the students. There should be some standards for exam questions so that we have the same and high level of quality among all educational organizations' output. Although the achievement of students in their course of study is important, the performance of teachers is also of great importance. One of the factors in the performance of teachers is good examination and good marking. Exam questions play a vital role in students' achievement. The level of difficulty, discrimination, validity and reliability of exam questions must be ensured in order to have good outputs. In this study, we concluded that some of these factors can differ among different teachers in terms teacher's sex. Female teachers tend to design more difficult questions than males. This may be because of the performance of the female students (Jandaghi 2007). We also found that a high percentage of exam questions concentrate on concept(81.4%) whereas the small percentages on other characteristics such as knowledge and applications. This may be because of the nature of quantitative sciences like mathematics. These percentages may of course change when the topic of the course changes. In summary, teachers need to be assessed and evaluated during their teaching process to ensure the quality of their performance.

Acknowledgement

This research was funded by Education and teaching organization of Qom Province of Iran.

References

- Bruce PH (1974)** *An index of test difficulty, with applications*. N Z J Educ Stud 9:31–41.
- Crooks, T. J. (1988)** *the Impact of Classroom Evaluation Practices on Students*, Review of Educational Research, 58(4), 438-481

Jandaghi, G., Shateria, F. (2008). Rate of validity, reliability and difficulty indices for teacher-designed exam questions in first year high school. *International Journal of Human Sciences* [Online]. 5:2. Available: <http://www.insanbilimleri.com>

Jandaghi, Gh.(2008) *The Relationship between Undergraduate Education System and Postgraduate Achievement in Statistics*, International Journal of Human Sciences Vol. 5(1)

Kiamanesh, A. R. (2002) *Assessment and Evaluation in Physics*, Ministry of Education Publications, Tehran, Iran.

Lotfabadi, H. (1997) *Assessment and Evaluation in Psychological Sciences*, Samt Publication, Tehran, Iran.

McKeachie, W. J. (1986) *Teaching Tips (8th ed.)*, Lexington, Mass.: Heath.

Seif, A. A. (2004) *Assessment and Evaluation in Education*, Doran Publication, Tehran, Iran.

Scott M., Stelzer T. and Gladding G.(2006) *Evaluating multiple-choice exams in large introductory physics courses*, PHYSICAL REVIEW SPECIAL TOPICS - PHYSICS EDUCATION RESEARCH 2, 020102

Stowell J. R.(2003) *Use and Abuse of Academic Examinations in Stress Research*, Psychosomatic Medicine 65:1055–1057.

Wergin, J. F. (1988) Basic Issues and Principles in Classroom Assessment, In J. H. McMillan (ed.), *Assessing Students' Learning*. New Directions for Teaching and Learning, no. 34. San Francisco: Jossey-Bass.