

KNOWLEDGE TEST

IN connection with teaching of each activity in physical education programme not only should instruction and practice in various skills be included, but certain types of information should be provided. For each activity, appropriate knowledge may include. The rules governing the activity, an understanding of the skill technique required the activity , strategy involved for effective participation ,etiquette and department expected of participant and spectators , the historical background of the activity and its physical, psychological and social benefits to the student .

IMPORTANCE OF KNOWLEDGE TEST

- 1) To discover the pupil's level of knowledge at the beginning of a course of instruction. This initial information permits the instructor to eliminate those phases of the course already familiar to the class & to concentrate his or her attention on less well known parts.
- 2) To determine the degree to which pupil's have grasped the subject matter presented. This is the typical use of such test in the classroom.
- 3) To motivate learning objective knowledge tests given from time to time acquaint students with their level of ability & rate of progress, which may this motivate further effort.
- 4) To determine the amount of information acquired & understanding developed in physical education.

Objective written examination has not been utilized in physical education as widely as in general education. However such test have been proposed to determine the amount information required & UNDERSTANDING developed. When applied to the area of physical fitness, other factors are involved that may be considered in knowledge test, including the importance of physical fitness, the need for exercise as a way of life, meaning of physical fitness components can be improved & maintained the specific & concomitant values accruing from adequate physical fitness.

TYPES OF KNOWLEDGE TESTS

There are several types of written objective tests. There may be classified into the general categories.

- 1) RECOGNITION including such types as true false, multiple choice & matching
- 2) RECALL including simple recall & completion.
 - TRUE FALSE in this common types of objectives written test , a statement is made in which the student marks as true or false ; T or F /+ OR – may be used to designate T or F as the answer.

Unusual care must be exercise in forming T/F statement so that their meaning is clear without obvious clues to their answers.

Following specific suggestions should be followed in constructing this type of test;

- 1) Avoid ambiguous statements.
- 2) Avoid tricky questions

- 3) Don't use double negatives; in fact avoid negative statements as much as possible.
- 4) Use all or never statements very continuously
- 5) Omit statements that express opinioned views at least without definite reference to source.
- 6) Avoid statements that are partly T/F.
- 7) Utilize short/ concise statements as much as possible.
- 8) Avoid meaningless items.

Scoring may be done by counting the number of statement answered correctly or by subtracting number of wrong answer from right one.

T/F statements can be used to test for factual information, for the application of general principles & for reasoning. They are also well adapted to testing the persistence of popular misconception& superstitions.

- MULTIPLE CHOICE

QUESTION IS GIVEN WITH THREE OR MORE RESPONSES, ONLY ONE OF WHICH IS CORRECT OR DEFINETLY BETTER THAN OTHERS.

In preparing multiple choice questions, care should be taken to avoid the inclusion of irrelevant or superficial clues & to measure other than memorized knowledge. Following are suggestions for preparing appropriate statements to this type:

- 1) Use at least four choices whenever possible.
- 2) Make all choices possible, if obviously wrong choices are the real thinking situation is reduced accordingly.
- 3) One of the choices is correct.
- 4) Keep the choices short when possible.
- 5) Word question simply
- 6) Scatter the position of the correct choices & avoid any set pattern.
- 7) Use unfamiliar phrasing rather than that form text
- 8) Score by counting the correct number of responses.

Multiple choice type of text is regarded as one of the most useful of text form. It is especially valuable in testing judgment, reasoning ability & fine discrimination between various shades of meaning.

MATCHING

TWO varieties of matching questions are as follows:

Sentence completion matching in which completion of sentence is required by matching it with a column of items; only one is being chosen as correct.

Column matching in which words, sentences, numbers or phrases arranged in two opposite column are matched. In these instances, student merely shows which items go together.

SUGGESTION FOR CONSTRUCTING MATCHING TYPE QUESTIONS

IT INCLUDES MORE ITEMS AMONG THE CHOICES, SO THAT THEY MAY ACT AS DISTRACTERS, ALL DISTRACTERS, HOWEVER, SHOULD MAKE SECURE.

Be sure that only one among the choices applies to each situation.

Have one of the lists to be matched composed of single words, numerals or brief phrases.

Score by counting the number of correct answers.

The matching type of objective written examination has definite limitations. It is not well adapted to the measure of understanding. It is likely to include irrelevant clues to the correct response & unless carefully made, is time consuming in its administration. It is useful however in checking on precise information, such as events, places & dates; terms definition & rules; tools equipment, facilities & their use.

SIMPLE RECALL

IN THIS ANSWER IS NOT SUGGESTED BUT MUST BE RECALLED. THESE ARE MAIN FORM OF THIS TEST; SHORT ANSWER TEST ITEMS THAT REQUIRE IDENTIFICATION OR SPECIFIC INFORMATION & A WORD OR PHRASE REQUIRING DEFINITION THIS TEST FORM PERMITS THE USE OF MAPS OR DIAGRAMS WITH NUMBERS TO INDICATE THE PARTS TO BE IDENTIFIED.

Suggestions for constructing simple recall questions:

State the test items so that the answer can be given briefly & concisely.

As a general rules, use direct questions rather than statements.

Allow in the key, for different ways in which the question can be answered.

Preferably, provide numbered spaces for responses. The number to correspond with the recall items.

Make minimum use of test book language

Score by counting the number of correct answers.

The simple recall type of questions items & in problem solving requiring computation. Many of the questions included in essay type examination may be broken into recall questions.

COMPLETION

In the completion test, sentences are given in which certain important words or phrases have been omitted, the resulting blanks to be filled in by pupils. Such sentences may be disconnected or organized into paragraph. In these questions, recall rather than recognition is required.

Greatest

difficulty in preparing this form is to make the sentences definite & clear.

Suggestion for construction of test;

Supply sufficient information so that the meaning of the sentences is clear & readable

Avoid phrasing sentences so that the answer is perfectly obvious.

Use one to three blanks in any one sentence, avoid over multilateral statements.

Make blanks all for one correct word or phrase & not for large number of similar words & phrases.

Provide blanks for all key words & omit blanks for those that are unimportant.

In the key, allow for all different answers that may be compose sentences around certain key words or phrases, avoid lifting sentences from text.

Score by counting the number of correct responses completion type of objectives written examination is useful in determining the amount of factual information known & in problem solving.

ITEMS TO BE INCLUDED IN OBJECTIVE AND SUBJECTIVE KNOWLEDGE TESTS;

HISTORICAL BACKGROUND

TERMINOLOGY

Rules governing the activity

Equipment & facilities

Techniques involved in performing the activity.

Strategy when appropriate as in sports.

Etiquette & courtesy of participants & spectators.

Values to the participant.

Physical, psychological & social benefits to the students.

EXAMPLE OF KNOWLEDGE TESTS

HOOK'S comprehensive knowledge test

Walker's general knowledge inventory test.

Scott's knowledge test

Hemet's comprehensive tennis knowledge test.

ADMINISTRATION OF TESTING PROGRAMME:

MEDICAL EXAMINATION; it should precede administration of strenuous physical test. Pupils subject to hernia those with cardiac defects, or those recovering from recent accidents, illnesses, injuries or operations should be exempted temporarily from such testing others who in the opinion of physician might be harmed by the tests should not take them. Generally speaking however, it is safe for individual who are able to participate in the regular physical education programmer of the school to take vigorous activity tests. If there is any default in individual cases, however, the subject should be excused until a careful check can be made.

TESTING PERSONNEL

'Many hand make light work' is a true as for as the administration of testing programme is concerned. Four ways of handing the personal problem is as follows.

STAFF & STUDENT – The use of student leader or tester has been advocated 7 HAS CONSIDERABLE MERIT. STUDENT CAN BE UTILISED IN RECORDING & IN SCORING TESTS, WITH LITTLE MORE THAN PROPER DIRECTIONS. IN initiating student testing, it is advisable to utilize those in lower classes as much as possible thus proceeding experienced testers for number of years staff, members of faculty can also be used.

Classroom teacher and house wives.

Trading works

Physical educators in several nearby schools can help each other in testing & conducting test in each school on successive days. Cost of testing apparatus might also be shared in the game manner.

Teacher training students; school systems located near professional schools often having opportunities to develop cooperative educational projects. Such projects are mutually beneficial.

TIME FOR TESTING

Total amount of programme time spent in testing should not exceed 10% annually. In some school it may be necessary at least in the beginning, to cut the amount of teacher & pupil testing time to a minimum. Following are the suggestions:

GRADUAL BEGINNING

ALTERNATE TESTING

Instead of testing every pupil in the school each year, pupils may be tested every school year. E.g. seventh, ninth, & eleventh grades may be tested annually. Referred are should be tested more often.

RETESTS considerable time can be saved each year by retesting only those pupils who were found to have deficiencies at the time of proceeding tests, thus testing entire student body once a year only.

ECONOMY OF TESTING TIME

Frequently the use of certain tests has been rejected on the ground that they are excessively time consuming in their administration. Before phy. Educator abandon desirable tests for this reason; they should study ways & means for their economical administration in order to satisfy themselves that the test can't be given in a reasonable length of time. Application of good administration to all testing projects should be taken as a matter of course. Taking good test is positive developmental e.g. high jumping test is excellent practice. Similarly a P.E.T. test is strength developing. a test of information serves to fix fact in mind.

ROUTINE PROCEDURE

IT SHOULD BE FOLLWED in the administration of any testing programme if efficiency is to be achieved. Many these procedures are the following.

Plan if possible, to have pupil's reports for testing in a continuous unbroken procession, stops, starts & waits in testing process cause time loss & should be avoided.

Have all necessary testing equipment set up & organized for efficient administration of tests to be given. All Flores or field marking required shall also be made before testing time.

Provide for the required number of qualified examining & recording assistants. They should be carefully instructed in their duties & testing techniques they have to perform.

Give student an explanation of the reason for the test at the outset so that they will understand in general what it is they are trying to be & what outcomes they may expect.

Use evaluations positively the learner needs constant feedback to know himself better & to see more clearly the desirable goals ahead.

Inform pupils of the results of their own test.

TEST RECORDS

A method of recording each student's test scores is necessary, the system adopted depends on the nature of test item & means of scoring them. Forms can be designed for class records, files & personnel records.

PREPARATION OF REPORTS

An essential part of measurement programs is the preparation of a report of testing results & the progress made in conducting these programs. Such reports might logically include statements of the nature objectives & scope of the program, nontechnical description of the test used; interpretation of significance of test scores; explanation of the use made of test results & follow up procedure & reports of pupil's progress in terms of average improvement, Significant case study data & other pertinent findings resulting from the programme.

CONSTRUCTION OF TABLES

GRAPHIC EXHIBITION a graphic exhibit is usually more easily interpreted than a tabular exhibit.

PURPOSES OF REPORTING

TEST score & other evaluative data should be tabulated & prepared for presentation to school administration, boards of education, pupils, parents & public as justification for continuous support of physical education. Such data used for following purposes-

To portray the result of physical education programme in general.

To justify particular phases of programme.

To plane the worth of a change in methodology.

To indicate the need for expanded programme.

To show the necessity for redirected programme.

