

CONTENT

The process of test administration should be divided into three parts as follows-

1. Preplanning
2. Testing Operation
3. Post-Test Functions

Each of these parts has been explained below

1. Preplanning

Every activity must be preplanned in order to accomplish the most in the least amount of time or allotted time. Preplanning or preparation for testing used to deal with test layout, availability of proper facilities, score sheets cards, organization of groups and testing stations, written instructions, age, sex, group size, time available, test purpose, scientific authenticity (validity, reliability, and objectivity), availability of testing personnel, time of testing, economy of testing etc.

Some important components of preplanning have been mentioned below

- 1.1 Economy of testing
- 1.2 Testing personnel
- 1.3 Equipment and facilities
- 1.4 Test records
- 1.5 Economy of testing time

1.1 **Economy of Testing:** The selected tests should be planned in such a way that they prove to be most economical in terms of cost of instruments, economy of time and number of personnel required. All the facilities should be organized in most efficient manner with respect to group structure, traffic pattern, student fatigue, safety etc. Further, preplanning should be based on the philosophy of testing maximum number of subjects in the shortest time without compromising on accuracy or reliability of test.

The economy of testing should be based on proper organization of test administration procedures. The organization is to be made with respect to the arrangement of

testing stations, proper grouping of subjects in advance, deciding order of test items (if not already established in test manual) and proper test instructions.

1.1.1 Testing Stations: When different test items can be conducted simultaneously, the use of more than one testing station is to be made. Further, if the order of events is not important or some stations require more time than others, the organization of test is best made on the station to station basis.

1.1.2 Grouping of Subjects: The grouping of subject depends on the type of tests. Four common pattern of grouping of subjects:

1.1.2.1 Squad Method: The subjects are divided into squads or groups in such a way that each squad may be tested in comparable time enabling rotation of squads from one squad tester to another squad tester. Thus, each squad works independently and automatically organized subjects into groups for the common instructions to be given for each test item. For dividing subjects into squads, the score cards may be divided into piles equal to the number of testing stations and each pile of cards may be marked with different color each subject gets his core card during the general assembly of subjects. Subjects holding cards of one color constitute one squad. When all the members of one squad are tested, they are moved to another station, preferably as per preplanned scheme.

1.1.2.2 Mass Testing: In this method a large number of subjects are tested at one time. In mass testing either all the subjects take their own test and also act as self score recorders or the subjects are paired into partners. In the later case, half of the group is being tested, while the other half acts as scorers or recorders.

1.1.2.3 Station to Station Method: Here the subjects rotate from one station to another individually carrying their own score cards where the scores are recorded by the concerned station in-charge. This method is useful for the test where neither the order of events is important nor the time of testing of each item is equal.

1.1.2.4 Combination Method: in this method various combination of above three grouping methods are utilized in many possible permutations and combinations.

1.1.3. Test Instructions: For best economy of testing, the test instructions must include the purpose of the test, careful explanation of the test, emphasizing of key points. The test instructions given with the help of demonstration prove to be best and most receptive.

1.2 Testing Personnel: Evidently, the requirement of testing personnel will be depend upon the types of tests to be applied, the number of subjects to be tested, the type of test layout, the testing duration available to the tester etc. Mostly testing personnel are teacher's colleagues, coaches, leaders of groups, senior students or parents. Proper training of testing personnel is very important.

1.3 Equipment and Facilities: The teacher in-charge of testing must have a thorough knowledge of all the items including good understanding of the administrative procedures. Suggestions with respect to equipment and facilities are

1.3.1 Equipment: Equipment such as targets, jumping standards, parallel bars, horizontal bars, poles, ropes, chinning bars, mats, stopwatches, measuring tapes, marking tapes should not only be made available for the test but should also be placed in a systematic and safe manner at the required testing station before the testing is begun. It is the availability of equipment along with other facilities which decides about the number of testing stations to be set up, number of additional personnel to be involved in testing.

1.3.2 Facilities: The tester has to arrange and organize all the material facilities in the required quantity prior to testing period.

1.4 Test Records: Planning of accurate recording of test scores is very important step of preplanning. Test records may be kept in different ways on score sheets, on squad cards or on individual score cards.

1.4.1 Score Sheets: When the test scores are to be noted against the names of all subjects listed in alphabetical order or in some other sequence as per one's age, height etc. such test records are known as score sheets.

1.4.2 Squad Cards: When the test scores are to be prepared separately for each testing squad and the squad leaders carry their respective squad cards from station to station, such test records are known as squad cards.

1.4.3 Individual Score Cards: When the test scores are recorded on individual cards, separately for each subject, such test records are known as individual score cards.

1.5 Economy of Testing Time: One of the important preparations for test administration is appropriate estimation of time required for testing. Time of testing varies from test to test and may be considerably reduced by adopting proper organizational and administrative procedures. Mass testing is most economical for time followed by simultaneous squad testing, individual testing at more than one station and that at a single station in that order.

2. Testing Operations (Duties during Testing)

For testing, the tester should arrive well in advance to post norms and lay out plan illustrations etc. All the equipment and facilities to be used are to be carefully checked and placed in proper position before the subjects arrive. The operation of testing may be described in the following parts:

2.1 Explanation and Demonstration

2.2 Warm-up

2.3 Motivation

2.4 Safety

2.5 Administration

2.1 Explanation and Demonstration: The details of the duties of examiners, squad leaders, testing assistants and other testing personnel are properly explained to them as per the directions prepared in advance. The directions for the subjects are given by the testers in an interesting and encouraging manner along with the demonstrations of test items.

2.2 Warm-up: Many a time, testing of psychomotor tests requires a short warm-up period before starting the test. The administration of preplanned adequate warm-up exercise helps not only to safe guard any injury but also assures better performance on the test items.

2.3 Motivation: An attempt should make to get best test results. This is possible only if the subjects are motivated in such a way that they want to excel in each test item. In order to encourage and stimulate the tester has to create interest of the subjects by explaining the

purpose of the test and the method of scoring. The stimulation further may be enhanced by organizing test items in a competitive manner. The instructor should show interest in a subject's performance encouraging him/her good performance and reminding about his/her potential excelling ability.

2.4 Safety: Testers and testing personnel to emphasize safety precautions during explanation and demonstration periods. Proper steps should be taken to maintain discipline. Squad leaders should be well trained to look after all types of test hazards and to prevent possible accidents. As a safety precaution all strenuous physical tests should be preceded by medical examination.

2.5 Administration: Administration is the time when all the preplanning and preparation are implemented to get best test results. All the test items should be conducted in an efficient and best productive manner. It is always useful if during the administration all the students are kept active at most of the time. If there is any unavoidable waiting periods, the subjects should be occupied in some such activity which does not affect the performance of the subjects in test items. Successful administration often attracts immediate attention towards certain matters like replenishing chalk line, replacing a missing score card, relieving overcrowding at a station etc.

3. Post Test Functions

The post-test functions have been enlisted below-

- 1.1 Test records-collection, compilation and conversion to meaningful scores.
- 1.2 Interpretation of results comparison with norms/standards.
- 1.3 Preparation of reports.
- 1.4 Construction of tables, graphs and profiles.
- 1.5 Reporting.

3.1 Test Records: All documents pertaining to test scores and their subsequent processing are collectively known as test records. In order to maintain and use proper test records, it is inevitable that the entire original score cards or score sheet are collected and

preserved. The collection of original score cards/score sheets must be made immediately after the completion of the last test item.

3.1.1 Types of Test Records

3.1.1.1 Class composite records.

3.1.1.2 Cumulative records.

3.1.1.3 Profiles.

3.1.1.4 Personal records.

3.1.1.1 Class Composite Records: All the students' names are enlisted alphabetically in the first column followed by columns for school grade, date of birth, height, weight and performance achieved in each test item of the concerned test battery.

3.1.1.2 Cumulative Records: In this method, spaces for at least two test scores and their percentiles are provided to record scores of annual application of a test battery.

3.1.1.3 Profiles: In this method, the test scores are plotted over the percentiles table of different test items. The joining of individual test item plots provides a profile of the performance of the individual subject in different test items.

3.1.1.4 Personal Records: In this method, the test scores are tabulated on a single card for the achievements of a child in different tests.

3.2 Interpretation of Results: The utilization of scores is made by proper interpretation of test scores. Some of the general interpretive value to the parent, administrative, student and teachers have been briefly given below:

3.2.1 Interpretation to the Parents: It is only with the adequate interpretation of test results the teacher may make the parents know about their children's performance and improvement in sports skills, physical development, leadership qualities etc. The interpretation of test scores enables the parents to know their children in better way.

3.2.2 To the Administrators: The interpretation of the test results to administrators greatly helps the teacher to get proper help and administrative support to the physical education programmes.

3.2.3 Interpretation to the Student: The interpretation of results to the students helps to make them more interested in physical education programmes. Further, when a teacher gives full explanation of the test results to the students, he is likely to get full cooperation and optimum performance from the students.

3.2.4 To the Teacher: The study of interpretation of test results helps the teacher to know the extent to which his objectives have been attained. The teacher is able to know each of his students more closely and may consequently individualize his teaching and training programme.

3.3 Preparation of Reports: Reports are usually meant to serve dual purpose-one, to get an idea of progress of children, two, to get an idea of the progress made in to get an idea of the progress made in the conduct of tests and training programmes from time to time. Hence, reports should be prepared in such a way that these indicate the nature, scope and objectives of the testing programme, interpretation of significance of test scores, as well as explanation of the significance of test scores and follow-up method.

3.4 Construction of Tables, Graphs and Profiles: Construction of tables, graphs and profiles are quite helpful in the preparation of good test reports.

3.4.1 Construction of Tables: Tables are the most common and most easy to prepare test report aid. Tables are based on the following suggestions:

3.4.1.1 Avoid crowded tables.

3.4.1.2 Spacing of columns, rows and figures in them should be quite adequate.

3.4.1.3 Arrange tables in a logical manner.

3.4.1.4 Tables should allow easy comparison of results in different test items.

3.4.1.5 Tables should be systematic.

3.4.1.6 Align right hand digits of each column.

3.4.1.7 Labeling of tables must be short and clear.

3.4.2 **Construction of Graphs:** A graph is a pictorial presentation of tabular data which is easier to interpret. Graphs should be presented on the following suggestions:

3.4.2.1 The report preparatory has to be quite particular about the type of graph to be used.

3.4.2.2 Each axis of the graph should be properly divided into equal intervals.

3.4.2.3 Appropriate size of the graph should be used.

3.4.2.4 Dark markings in the units of 5, 10 or 2, 4, 8 etc are desirable in scales.

3.4.2.5 The title of each graph should be clear concise and as self-explanatory as possible.

3.4.3 **Construction of Profiles:** A profile is a combination of tables and graphs.

3.5 **Purpose of Reporting:** The measurements presented in the form of tables, graphs and profiles are sent to the administrators, boards of education, pupils, parents, public, and teachers as test reports. The purpose of reporting may be described by the following points:

3.5.1 Present the results in a lucid form.

3.5.2 Give justification of various phases of the programme.

3.5.3 Provide the utility and need for the extended programme.

3.5.4 Prove the worth of change in training and teaching methodology.

3.5.5 Indicate the need of revised programme.

3.5.6 Motivate pupils.

3.5.7 Get public support.