

Methodology of pedagogical research and evaluation :

11. Diagnostic analyzes and assessment of didactic tests

Methodological Concept for Effectively Supporting Key Competencies
Using the Foreign Language ATCZ62 - CLIL as a Learning Strategy at the
College

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Diagnostic function of didactic tests

- Significant influence on the efficiency of the teaching process, ie the conversion of information into the learner's knowledge (skills, attitudes), has the teacher's ability to recognize the individual learners' abilities and to tailor their instruction.
- Didactic test is a very **good diagnostic tool** for this process, especially for the following reasons:
 - you can diagnose the entire class at a short time,
 - the results are not influenced by the teacher's opinion and experience.

Custom principle of diagnosis

- Is based on the fact that the diagnostician must not be attracted to the diagnosed subject, which is a real problem in other ways of its realization for the teacher.
- Without the use of *objective diagnostic tools*, the teacher can diagnose pupils on the basis of their subjective approach (overly optimistic x negative).
- In the teaching process, the teacher notices especially those *pupils* who *draw their attention* by their knowledge or their behavior.

Control functions of didactic tests

- Means the *control of the objectives achieved at the beginning of the teaching process.*
- The implementation of the control is important for both participants in the teaching process, For both the teacher and the pupil.
- The **teacher** acquires information on the effectiveness of the teaching process and the suitability of the applied teaching methods, organizational forms and other didactic means.
- The **pupil** gets information about the success of his or her activity / test results are a relatively good argument of the teacher when communicating information to the pupil's parents /.

Summary of rules for selecting didactic test tasks

- The tasks in the didactic test should not be too difficult or too easy.
- Tasks in the didactic test should distinguish sufficiently between pupils with better and worse knowledge.
- In the didactic test, there should not be a large number of unresolved tasks.
- The number of minor errors in didactic test tasks should not exceed the number of major errors.
- For the didactic test item with a sample answer, pupils should choose the same part of all the distractor offered.

- ✓ Creating a *high-quality didactic test* is an activity that is very demanding for the time and expertise of the author, it would seem ideal if the teacher could select and order a professionally prepared and quality didactic test from the market offer.
- **Didactic test** = "The systematic measurement of learning outcomes". (P. Byčkovský, 1982)
= An examination that focuses on objective discovery of the level of mastery of a subject in a particular group of people.