VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

GRADUATION PAPER

THE QUALITY OF TEST QUESTIONS IN
SAMPLE VIETNAM NATIONAL HIGH SCHOOL
ENGLISH EXAMINATION 2017

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Course: QH2013.F1.E2

HÀ NỘI – 2017
ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỞNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH

KHÓA LUẬN TÔT NGHIỆP

CHẤT LƯỢNG CÂU HỎI TRONG ĐỀ MINH HOẠ TRUNG HỌC PHỔ THÔNG QUỐC GIA NĂM 2017 MÔN TIẾNG ANH

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Abstract

This paper is primarily conducted to evaluate the test reliability and the quality of test questions in Sample Vietnam National High School English Examination (VNHSEE) 2017. The test is categorized as both a norm–referenced placement test and criterion–referenced achievement test. Classical Test Theory (CTT) was applied to examine item analysis and estimate reliability coefficients of the sample test. Pilot testing was carried out with a convenience sample of 200 grade – 12 students at Hanoi – Amsterdam High School. Subsequently, descriptive analysis, item analysis, reliability coefficient computation and distractor analysis of the sample test were carried out.

With respect to the difficulty and discrimination level, VNHSEE 2017 was rather easy to the sample group. As a norm–referenced test serving the purpose of placement, the sample test generally separated selected examinees rather effectively. However, with the aim of an achievement test, VNHSEE 2017 distinguished low–end students better than high–end students.

In addition, the test achieved notably high internal reliability, which illustrates its consistency of scoring and classification. The amendments to test format could be attributable to the enhancement of its reliability and dependability coefficients.

Overall, Sample VNHSEE 2017 possessed good quality of test questions. However, distractor analysis results highlighted some problematic distractors in need of revision. Item design was reported to be the main culprit of implausible options. Discussions and suggestions for improvement regarding specific cases were discretely presented below.

In conclusion, VNHSEE 2017 with revised test format have directly influenced English teaching and learning process, with its inevitable washback effects. Some implications drawn from current findings, hopefully, propose some
suggestions for developing test quality and improving English pedagogical

\[ \alpha \] Cronbach’s alpha
\[ \lambda \] lambda; cut score

methodologies.

List of Acronyms and Abbreviations
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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<tbody>
<tr>
<td>φ</td>
<td>item phi; phi correlation coefficient</td>
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<tr>
<td>Φ</td>
<td>index of dependability</td>
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<tr>
<td>Φ(λ)</td>
<td>Phi(lambda)</td>
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<td>B, B – index</td>
<td>Brennan’s B – index</td>
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<td>CRT</td>
<td>criterion – referenced test, criterion – referenced testing</td>
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<td>CTT</td>
<td>classical test theory</td>
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<tr>
<td>IF</td>
<td>item facility/ difficulty</td>
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<tr>
<td>M</td>
<td>mean</td>
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<td>MCQ</td>
<td>multiple choice question</td>
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<tr>
<td>Mdn</td>
<td>median</td>
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<tr>
<td>Mo</td>
<td>mode</td>
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<td>MOET</td>
<td>Ministry of Education and Training</td>
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<td>NRT</td>
<td>norm – referenced test, norm – referenced testing</td>
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<td>pb(r)</td>
<td>point – biserial item discrimination index</td>
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<td>SD</td>
<td>standard deviation</td>
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<td>SEM</td>
<td>standard error of measurement</td>
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<td>VNHSE</td>
<td>Vietnam National High School Examination</td>
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<td>VNHSEE</td>
<td>Vietnam National High School English Examination</td>
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References


