

Question Paper Setting & Blueprinting

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Too Lengthy.....
Time not Enough
to write.....

Too Vague.....
What to Write ???
What to Cut ????

All Questions on few
Systems only!!!!
No Question from
.....

Long Questions were
Bouncers !!!!!
I have not been
Taught these.....!!!



What should these exams assess??

Type of exam

- Theory
- Practicals
- Viva Voce

Predominant domain

- Knowledge
- Skills
- Attitude /
Communication

Quiz

State whether you agree or disagree

- Topics covered in practicals can be asked in theory paper also
- Questions asked in Viva are nothing but short answer questions of theory paper
- Chairperson of exams should see that what questions should be asked in Theory paper are **not overlapping** with Practical / Clinical questions and likewise with Viva questions

Quiz

State whether you agree or disagree

- The best question paper is one which **is tough** and majority are not capable to answer
- The best question paper is one which **is easy** to answer by all students
- There should be some questions which are **out of syllabus** to test the intelligent students.
- Question paper should also **align with learning objectives**

Degree of Difficulty of question paper

- Average student
- **50%** questions
- Good student
- **+ 20%** questions
- Intelligent student
- **+ 30%** questions

Areas to cover

- Must Know • **80%**
- Desirable to know • **20%**
- Nice to know • **Nil**

Blueprint

- acts as **guide in construction** of question paper
- **links** assessment to **learning objectives**
- helps to **match** various **competencies** with the course **content** and the appropriate modality of **assessment**
- helps the teachers in designing the **instructional strategies** as per the guidelines expected in the **curriculum**

Blueprint

- **Scope & purpose** of assessment to be defined
Competitive exams / Regular sessional exam
- **Domains** of learning
Knowledge / Attitude / Skill
- **Methods** of assessment
MCQ / Essays / OSPE / Viva / Reflection
- **Weightage** to be given to content areas
- To reduce the two major **threats to validity**

Weightage – 2 way approach

- The perceived impact/importance of a topic in terms of its **impact on health**
- The **frequency of the occurrence** of a particular disease or health problem

Threats to validity

- Construct **under-representation**

Under sampling / biased sampling of the content domain / course contents

- Construct **irrelevance** variance

systematic error introduced into assessment data by the unrelated variables

flawed item formats, too easy or too difficult questions or examiner bias – favorite / hot / trivial topics

Checklist

		YES	NO
Balance	<p>The items measure a representative sample of the learning outcomes</p> <p>The allocation of marks to each item reflects the item difficulty</p>		
Relevance	The items present relevant tasks which reflect the current syllabus		
Conciseness	The items and tasks are stated in simple, clear language		
Soundness	<p>The items are of the proper difficulty, free of defects and have answers that are defensible</p> <p>Questions do not contain gender, cultural or religious bias</p>		
Independence	The items are free from overlapping, so that one item does not aid in answering another		

not did in answering another

Arrangement	The items measuring the same outcome are grouped together and are in order of increasing difficulty		
Numbering	The items are numbered in order throughout the test paper		
Instructions	There are clear, concise instructions for each part in the whole test paper There are directions for how to record answers The time limit is specified		
Spacing	The spacing on the page contributes to ease of reading and responding		
Typing	The final copy is free of typographical errors. The marks for the whole paper add up to the total number of marks specified in the syllabus		

Prepare

- Theory

Question Banks - MCQs / Long questions / Short essays / Short answers – structured

- Viva Voce

Structured Viva cards

- Practicals / Clinicals

OSPE / OSCE stations with questions, checklists

RGUHS

- Question paper setting – **three/six sets** – from examiners outside the State
- **Moderation** by Examiners within the State
- **Online Question paper transfer** to avoid question paper leak
- **Real time corrections** to avoid last minute embarrassments
- Key answers Model answers??????

In Short

Take **Pre** Examination **Precautions**

To avoid **Post** Examination **Chaos**

THANK YOU