Question Paper Setting & Blueprinting

By

Dr. Jagadeesh N
MD, DNB, LLB, PGDMLE
Faculty, MEU &
Professor of Forensic Medicine
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??**

<table>
<thead>
<tr>
<th>Type of exam</th>
<th>Predominant domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theory</td>
<td>• Knowledge</td>
</tr>
<tr>
<td>• Practicals</td>
<td>• Skills</td>
</tr>
<tr>
<td>• Viva Voce</td>
<td>• Attitude / Communication</td>
</tr>
</tbody>
</table>
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
| Balance       | The items measure a representative sample of the learning outcomes  
The allocation of marks to each item reflects the item difficulty |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>The items present relevant tasks which reflect the current syllabus</td>
</tr>
<tr>
<td>Conciseness</td>
<td>The items and tasks are stated in simple, clear language</td>
</tr>
</tbody>
</table>
| Soundness     | The items are of the proper difficulty, free of defects and have answers that are defensible  
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 |</p>
<table>
<thead>
<tr>
<th><strong>Arrangement</strong></th>
<th>The items measuring the same outcome are grouped together and are in order of increasing difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numbering</strong></td>
<td>The items are numbered in order throughout the test paper</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>There are clear, concise instructions for each part in the whole test paper</td>
</tr>
<tr>
<td></td>
<td>There are directions for how to record answers</td>
</tr>
<tr>
<td></td>
<td>The time limit is specified</td>
</tr>
<tr>
<td><strong>Spacing</strong></td>
<td>The spacing on the page contributes to ease of reading and responding</td>
</tr>
<tr>
<td><strong>Typing</strong></td>
<td>The final copy is free of typographical errors.</td>
</tr>
<tr>
<td></td>
<td>The marks for the whole paper add up to the total number of marks specified in the syllabus</td>
</tr>
</tbody>
</table>
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