

## **The Effect of Violating Multiple Choice test items construction principles on test and items characteristics**

**Dr. Ibrahim Yaqub      Dr. Basel Khamis Abu Foudeh**

**Dep. Of Counseling & Educational Psychology**

**Yarmouk University - Jordan**

### **Abstract**

The purpose of this study was to compare the item difficulty and discrimination of two forms of multiple – choice items: (a) not violating item construction principles, (b) violating item construction principles. Reliability and validity coefficients were also compared.

To achieve the goals of the study, an achievement test was designed for the ninth grade students through one unit of their math syllabus. The final version of the test consisted of (40) items with two forms, one with (4) options for each item in which it does not violate the item construction principles, the other form of the test with (4) options included the violating item construction principles.

The two tests were administered on a sample consisting of (300) students from the ninth grade, (150) students for each test. Item difficulty and discrimination values were computed for each item in the two forms of the test. The differences in item difficulty and item discrimination indices were found among the two forms. Significant differences ( $p=0.05$ ) were found between reliability and validity coefficients.

**Keywords:** Violation Multiple Choice test items construction principles, Item difficulty, Item discrimination, Internal consistency Reliability, Criterion related validity

---

For the paper in Arabic see pages (419-443)