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**THE AVAILABILITY OF QUALITY STANDARDS FOR THE CONSTRUCTION OF  
SCIENCE ACHIEVEMENT TESTS FROM THE POINT OF VIEW OF THE  
EXAMINATION COMMITTEES**

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**Abstract**

This study aims to identify the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan and in order to achieve the objectives of the study was based on the descriptive analytical approach, and a questionnaire was built distributed to a sample and consisted of (34) employees in the test committees, and was distributed in the available way, and the study tool consisted of (20) paragraphs, and the statistical analysis of the data was carried out using the program of social packets (SPSS) and the use of the test of analysis of single variance and the equation of Cronbach alpha in addition to the averages and standard deviations of the resolution paragraphs, and the coefficient of stability (0.87), which is a good coefficient of stability that meets the purposes of scientific research The results of the study showed that the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan was large, and it was found that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the responses of the members of the study sample on the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan attributed to each of the variables (years of experience, scientific qualification), and the most important recommendations were that it is necessary to continue to provide an appropriate time to answer to the Test questions, and the need to continue to provide a typical answer to the questions clearly.

**Keywords:** Quality Standards, Collection Tests, Examination Committee

**Introduction**

Evaluation is an essential component of the teaching structure and the teaching and learning system in general, as none of the educational processes are complete without evaluation procedures and practices, there is no teaching that is not accompanied or followed by an evaluation that contributes

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to guiding us to the path that achieves our educational goals, and the educational evaluation in general and the evaluation of students' achievement and performance in particular in our time witness rapid developments and innovative innovations, fundamental shifts in the methodologies of measurement and evaluation and its references, and a qualitative shift in its methods, tools, techniques, and field practices. These developments have contributed to comprehensive educational changes in the various components of the educational system. Educators assert that evaluation is the main entrance to the reform of education at any of its levels, as the calendar is considered as a bridge to cross the distance between the lived reality and the desired goals, and is thus the tool of educators and theorists of development, to move the educational practice from what is existing to what is hoped for (Al-Alimat and Al-Dweiri, 2015)

The development of achievement tests is an important part of measurement and evaluation in any learning environment, and both teachers and supervisors are expected to have some level of proficiency in building reliable and valid tests to appropriately evaluate students' performance. Since many decisions regarding students are based on the latter's performance in different tests. Students may or may not graduate based on test results, making the development of a good achievement test a critical task for teachers (Simsek, 2016)

Therefore, it is necessary to prepare the achievement tests accurately and carefully, taking into account their effectiveness, which depends on the extent to which they depend on the basic standards of quality in reaching the result to be obtained and the extent to which the goals are achieved, so quality has become a basic requirement in education for all aspects of the educational process in light of the continuous scientific and technical progress (Adaka and Ben Moussa, 2017)

The quality of higher education institutions is the application of the principles of governance in education through the continuous development of educational administration processes, by reviewing them, analyzing them and exploring ways to raise the efficiency of the level of performance and productivity in educational institutions, increase trust and cooperation between educational institutions and society and exclude useless tasks to reduce the time to complete the educational process, which leads to reducing cost and raising the level of quality (Tarawneh, 2010)

### **study Problem**

Achievement tests are very important to track educational outcomes as it is necessary to adopt these tests on certain goals and criteria in order to be clear and valid for what was set to measure and from this point of view the tests must be based on a set of standards that have been set by specialists, and on the other hand, the study of Abdul Hay (2020) stressed the need to build achievement tests according to international standards in order to adopt their results, according to the study of Kartas and Laqan (2021) that the extent of commitment The professors with the achievement test standards were average, and based on the desire of the researchers through their work in the examination committee in the Jordanian Ministry of Education to know whether the achievement tests meet quality standards or not, where the problem of the study lies in answering the following questions:

1. What is the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan?

2. Are there statistically significant differences in the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan attributable to the variable years of experience?
3. Are there statistically significant differences in the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan attributable to the variable of scientific qualification?

### **Objectives of the study**

This study aims:

1. Identify the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan .
2. Identify if there are differences of statistical significance to the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan attributed to the variable years of experience.
3. Identify if there are differences of statistical significance to the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan attributed to the variable of scientific qualification.

### **importance of studying**

The importance of the study lies in the importance of its topic, which dealt with the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan, because of its great importance in highlighting a set of vague terms through the theoretical framework, as this study will reach a set of results that will benefit both teachers of the Ministry of Education as well as employees of the examination committee and both students and decision makers in the Jordanian Ministry of Education in a way In particular, this study is the first of its kind in the Kingdom – within the limits of the researchers' knowledge – and it is considered a modern reference and is considered an enrichment of the Arab library, and it is hoped that this study will lead researchers to conduct more studies related to achievement tests.

### **Terminology of study**

**Quality:** Mastering the performance of work to the highest possible degree, it is reaching the level of good performance (Ramadan and Jallab, 2016).

**Achievement tests:** It is the tool used to measure the extent of understanding and achievement in a specific subject, as the achievement test is always and never linked to a specific subject that has already been taught (Mikhael, 2015)

**Science teachers:** They are a group of scientifically qualified teachers who hold university degrees – diploma, bachelor, postgraduate studies – in the field of science, which falls under the following names (methods of science, physics, chemistry, biology, life sciences).

### **Previous studies**

Al-Mudhafari study (2021) This research aimed to know the impact of prior knowledge of the criteria for building tests on the level of achievement among students of the basic stage in Amanat Al-Asimah and raise the enthusiasm of students who love success but pay attention only when tests and to achieve the objectives of the research, the researcher used the following statistical methods by the program

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(SPSS) for statistical data processors and then used the Gutman Split -Half to calculate the stability of the achievement test as (T-TEST) was used for two independent samples (Independent samples) to test the significance of the significance of the Differences between the arithmetic averages according to the hypotheses of the statistical study at the level of significance (0.05) in addition to the analysis of the single variance (Anova) to test the differences between the averages of the students of the experimental and control groups according to the gender variable, and to test the differences between the arithmetic averages of the performance of the students of the experimental group in relation to the previous achievement (high-medium-low)The research yielded the following results that there were statistically significant differences between the average pupils' bicycles and the research group in the pre- and post-pre-knowledge applications of the construction of tests in favor of the dimensional application. The existence of an impact of prior knowledge to build tests for students of the basic stage, and this requires more attention from students and researchers in curriculum science, and those in charge of the educational process in the Republic of Yemen to provide such prior knowledge of the standards of building tests for each stage of general education In the pre- and post-application of prior knowledge to build tests in favor of the post-application there is an impact of prior knowledge to build tests for students of the basic stage, and this requires more attention from students and researchers in curriculum science, and those in charge of the educational process in the Republic of Yemen to provide such prior knowledge of the standards of building tests for each stage of general education.

The study of Kartas and Laqan (2021) This study aimed to identify the extent to which professors of university education adhere to the quality standards of the test in the achievement tests in the Department of Social Sciences at um Al-Bouaghi University, where the study was based on the descriptive approach, and on a sample of (33) professors in the Department of Social Sciences at the Arab Bin Mehidi University in um al-Bouaghi, and to verify the objectives of the study the student used the questionnaire of quality standards of achievement tests as a tool for study, and the data was analyzed using weighted media and percentages, and as any quadrature The following results have been reached: Professors of university education adhere to the criteria for planning a good achievement test at the Department of Social Sciences at um al-Bouaghi University to a large extent. Professors of university education adhere to the criteria for building paragraphs of the good achievement test at the Department of Social Sciences at um al-Bouaghi University with an average grade, Professors of university education adhere to the standards of printing and the output of the good achievement test at the Department of Social Sciences at um Al-Bouaghi University to a large degree. There are no statistically significant differences in the commitment of university education professors to the quality standards of achievement tests attributable to the specialization variable (educational sciences, sociology, psychology).

The study of Badi and Al-Hudabi (2021) aimed to identify the efficiency of teachers of Islamic institutes in building achievement tests according to good test standards. The study sample consisted of (43) teachers in six Islamic institutes. In order to achieve the objective of the study, a questionnaire (60) items was developed that was divided into six axes: goal setting and test planning, formulation of items, test identification, test correction, test application, analysis and interpretation of test results. . The competence of teachers of Islamic institutes in building achievement tests according to good test

standards was high with an average of (4.08). Three axes were high-level: test identification, test correction, and test application. The axes of goal setting, test planning, and the formulation of items were also at a high level; however, the focus of analysis and interpretation of test results was of the intermediate level. The study found that years of experience had no impact on the efficiency of building achievement tests according to good test standards. The study recommended encouraging teachers of institutes to work on analyzing and interpreting test results to take advantage of test results to improve performance.

Study (Abu Foudeh, 2020) The aim of this study is to build a training program profile based on quality standards achievement tests and verify their effectiveness in improving the efficiency of faculty members in conducting tests at the Middle East University. To achieve the objectives of the study the researcher constructed a training program and evaluation tool, which included 58 elements distributed over five dimensions. The sample of the study consisted of (70) randomly selected faculty members selected from different faculties during the academic year 2018/2019. Statistically significant results showed the difference ( $\alpha = 0.05$ ) in the evaluation of achievement tests in favor of subsequent measures, revealing the effectiveness of the training program. The results showed no statistically significant differences ( $\alpha = 0.05$ ) in the evaluation of achievement tests attributed to the specialization. The study recommended that the training program be adopted to compensate for the lack of educational qualifications in one aspect of the evaluation process, and to take advantage of the list of quality criteria in the evaluation of the achievement test.

Al-Ahmadi study (2020) The current study aimed to identify the extent to which mathematics teachers in the middle and secondary stages are committed to the quality of the achievement tests industry by taking a sample of the evaluation forms held by the supervisors of mathematics in the geographically distributed education offices in the Medina Education Area for the evaluation of the questions of mathematics teachers for the year 1439 / 1438 AH and a sample of (235) forms was taken in a random cluster way out of (591) forms, and after collecting and analyzing data using the program (SPSS) where the results of mathematics teachers showed For the middle stage, the level was intermediate in the quality of the achievement tests industry because they obtained (2, 03) after analyzing the special forms and the general framework of the test for middle school teachers was of interest to them because of their obtaining a high arithmetic average (2.81) and also some other axes got high averages as it is in order (multiple choice questions, right and wrong questions, essay questions) and ranged from (2.66 to 1.18(

The rest of the axes were not good, namely (marriage and completion). The results of the teachers of mathematics for the secondary stage and the level was average and they obtained (2.16) in the quality of the manufacture of achievement tests after the analysis of special forms and the general framework of the test for secondary school teachers was of interest to them because of their obtaining a high arithmetic average of (2.86), and also some other axes got high averages as it is in order (multiple choice questions, right and wrong questions, essay questions), and the rest of the axes were not good, namely (marriage and completion) and ranged from As in order from (2.83 to 1.22) the results indicated that there were no statistically significant differences between the teachers of the two stages in the manufacture of tests at the level of significance ( $\alpha = 0.05$ ) and this study included some

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recommendations that may improve the quality of the test industry of mathematics teachers. The rest of the axes were not good, namely (marriage and completion). The results of the teachers of mathematics for the secondary stage and the level was average and they obtained (2.16) in the quality of the manufacture of achievement tests after the analysis of special forms and the general framework of the test for secondary school teachers was of interest to them because of their obtaining a high arithmetic average of (2.86), and also some other axes got high averages as it is in order (multiple choice questions, right and wrong questions, essay questions), and the rest of the axes were not good, namely (marriage and completion) and ranged from As in order from (2.83 to 1.22) the results indicated that there were no statistically significant differences between the teachers of the two stages in the manufacture of tests at the level of significance ( $\alpha = 0.05$ ) and this study included some recommendations that may improve the quality of the test industry of mathematics teachers.

Abdel Rahman & Dawina & Bashir Study (2020) The aim of the study is to identify how good the achievement tests are by verifying the diversity of test specifications at the Faculty of Education in Afif, and to educate employees about the standards of good quality testing and the level of compliance with those standards. by faculty members while preparing their test papers. The study used the descriptive and analytical approach. The research tool used to collect data was a questionnaire to survey the opinions of faculty members. A random sample of 46 employees was randomly selected to answer the questionnaire. Furthermore, the study used SPSS software to analyze the data using several statistical tests such as the correlation of Pearson and Cronbach alpha coefficients to see how valid and reliable the questionnaire was. The average and standard deviation were also calculated. Data analysis, it turned out that the contents of the tests prepared by the faculty members are correctly differentiated, and the awareness of the faculty members of the Faculty of Education Afif in terms of the criteria for testing quality and quality standards was average, and the level of compliance with quality testing standards. Quality testing standards were high and their level of adherence to quality specifications in their test papers was high.

Abdul Rahman Study (2019) The study aimed to identify the extent of the diversity of the paragraphs of tests in the Faculty of Education in Afif, the extent to which the faculty members in the Faculty of Education in Afif are familiar with the standards of good testing and the extent to which the faculty members in the Faculty of Education in Afif adhere to the standards of good testing and the extent to which the faculty members of the Faculty of Education Afif adhere to the quality specifications in the test paper, the analytical descriptive approach was used and the questionnaire was used as a tool to collect data, and the study community represents the faculty members of the Faculty of Education Afif, The researchers selected a random sample of 46 faculty members, spss program was used to analyze data using the correlation coefficient of Pearson and Alpha Cronbach to find the honesty and stability of performance as well as used the mean and standard deviation in statistical analysis The study reached the following results, the paragraphs of tests vary for faculty members of the Faculty of Education Afif, the knowledge of faculty members in the Faculty of Education Afif with the concepts of good test standards is average, the level of commitment of faculty members in the Faculty of Education Afif Afif Education with high quality test standards, the level of commitment of the faculty members of the Faculty of Education Afif to the quality specifications in the test paper is good.

The Study of the Masoudin (2017). This study aimed to identify "the degree to which teachers of the basic stage in Jordan adhere to national standards in the construction of achievement tests from the point of view of educational managers and supervisors." To achieve the objectives of the study, the researcher prepared a questionnaire with the national standards in the construction of achievement tests, and their truthfulness and stability were verified, and the sample of the study consisted of (19) supervisors and supervisors, (36) managers and (42) managers, and the results of the study showed that the degree of commitment of teachers of the basic stage in Jordan to national standards in the construction of achievement tests came to an average degree, the absence of statistically significant differences at the level of significance ( $\alpha=0.05$ ) attributed to a variable (job, gender, experience)

Al-Aoun Study (2016) The aim of this study is to identify the efficiency of physical education teachers in building achievement tests in schools of education in the northeastern Jordanian Badia according to the criteria of good testing, the sample of the study consisted of (160) teachers of physical education teachers in the first semester of the academic year 2012/2011, and they were selected in an intentional way. The tool consisted of two parts: the first, it included personal information about the study members such as: gender, experience, and educational qualification, and the second: it consisted of (35) items describing the competence of physical education teachers in building achievement tests. In terms of areas: objectives, instructions, writing items of the achievement test, qualitative criteria in writing the achievement test)The study showed the following results: the efficiency of physical education teachers in building achievement tests in schools of education in the northeastern Jordanian Badia according to the standards of good testing (intermediate), and that the efficiency of physical education teachers in the fields of: "qualitative standards in writing the achievement test", "objectives", and "instructions" (intermediate), and the efficiency of physical education teachers in the field of writing items of the achievement test. (weak)

The Study of Farajat (2015). This study aimed to identify the efficiency of teachers of secondary public schools affiliated to the Directorate of Education in Aqaba Governorate in building achievement tests according to the standards of good testing, and to identify the level of cognitive competence they have in the field of tests and measures and the degree of their practice of competencies related to the construction of achievement tests according to the standards of good testing, and to try to investigate their training needs in the field of building achievement tests and the most important obstacles that prevent the construction of achievement tests according to the standards of good testing. The study sample consisted of (315) teachers who were selected based on the method of random cluster sample from teachers of public schools affiliated to the Directorate of Education in Aqaba Governorate. To achieve the objectives of the study, an achievement test was relied on in the field of tests and metrics and a survey of the training needs of teachers in the field of tests and measures and the most important obstacles that prevent the construction of achievement tests according to the standards of good testing, and also contains open questions, and the list of competency criteria was relied on to determine the degree of practice of teachers to the competencies of building achievement tests as they are in reality. The results of the study showed that the degree of knowledge of teachers in the field of test construction was average, and that the degree of practice of teachers in the competencies related to the construction of achievement tests was low. The results also showed the existence of statistically significant

differences at the level of ( $\alpha=0.05$ ) in the competencies of teachers related to the construction of achievement tests according to the variable of scientific qualification and in favor of teachers with the highest qualification, and the presence of statistically significant differences in the competencies of teachers related to the construction of achievement tests attributed to the difference in training courses and in favor of teachers with training courses, and the presence of statistically significant differences at the level of ( $\alpha=0.05$ ) in the competencies of teachers related to the construction of achievement tests according to the variable of the study of the course of tests and measures. In favor of teachers who studied tests, metrics and educational evaluation compared to teachers who studied psychological and educational statistics and who did not study any of the courses. The results of the study also built that the degree of obstacles that prevent the construction of achievement tests according to the standards of good testing was average and most of them focused on the lack of knowledge of ways to interpret the results, how to prepare a bank of questions, insufficient knowledge of how to build the specification table, difficulty in analyzing the content of the material and analyzing the test results statistically.

Al-Alimat Al-Dawiri Study (2015) This study aimed to identify the degree of commitment of Arabic teachers at the basic stage to national standards in the construction of language tests, through the analysis of models of these tests prepared by teachers of the Arabic language, and to achieve this goal the analysis form was built, consisting of (28) standards distributed over three areas, namely: the field of preparation and construction of language tests (8) standards, the field of content of language tests (11) standards, and the field of: Output and printing of language tests (9) criteria, and after confirming the authenticity of the tool, the researchers analyzed the models of language tests, which consisted of (98) models. The results of the study showed that the degree of commitment of Arabic teachers at the basic stage to national standards in the construction of language tests, was less than the degree of acceptable commitment educationally, which was determined at (85%), and the results showed that there were no statistically significant differences in the degree of commitment of Arabic teachers to national standards in the construction of language tests attributed to the variables of gender, experience, scientific qualification and interaction between them.

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Zarjis study (2013) This study aimed to identify the degree of commitment of teachers of Zarqa Governorate to the national standards of the teacher in the field of evaluating students' learning from their point of view, and to reveal differences in the averages of their grades that can be attributed to the variables of the study (gender of the teacher, number of years of service, and scientific qualification), and this study adopted the descriptive approach. To achieve the purposes of the study, a questionnaire consisting of (45) paragraphs representing indicators of compliance with the eight criteria for the field of assessment of students' learning from their point of view was built, and was applied to the sample of the study, which amounted to (404) teachers in Zarqa governorate. The results showed that teachers' estimates increased to the degree of their adherence to the standards, and the results on the impact of sex indicated the existence of statistically significant differences in favor of females, while for the impact of the number of years of the tent, the results showed the existence of statistically significant differences in favor of teachers with service more than (10) years, while no effect of the variable of educational qualification was shown.

### Study Methodology

The researchers followed the descriptive approach to its suitability for the purposes of this study, which is the approach that is concerned with the phenomenon as it actually is, and works to describe it, analyze it, and link it to other phenomena, where the researchers relied on the sources of information relevant to the subject of the study, analyze it, and then collect the data by resolution, which was developed based on the theoretical framework and previous studies.

### Study population and sample:

The study population consisted of science teachers in the city of Nablus, where the researchers selected an available sample consisting of (40) teachers, and distributed to them a questionnaire from which (34) questionnaires were retrieved valid for analysis and the following are the professional and personal characteristics of the study sample

**Table (1) Sample members of the study according to its independent variables**

Variable	Type	Repetition	percentage%
Years of Experience	Less than 5 years old	7	20.6
	From 5-less than 10 years old	14	41.2
	more than 10 years	13	38.2
	total	34	100.0
Qualification	Higher diploma or less	7	20.6
	Master's	11	32.4
	Master's	16	47.1
	Total	34	100.0

### **study tool**

The researchers prepared the study tool (questionnaire) after reviewing the literature of the study and previous studies related to the topic, and the questionnaire included two sections, the first section is metadata, while the second section included the data of the study variables, where the number of paragraphs of the tool (20) paragraphs, and was designed on the basis of the five-dimensional Likert Scale, and the paragraphs were built in a positive direction, and weights were given to the paragraphs as follows: Strongly agree: five degrees, OK: four degrees, Neutral: three degrees, Disagree: two, and Not Agree at all: one degree.

### **Validity of the tool:**

The authenticity of the tool has been verified by presenting it to a group of arbitrators with competence and experience in the field of educational sciences and specialists in the field of measurement and evaluation, and they were asked to express their opinion on the paragraphs of the questionnaire by deleting, modifying and proposing new paragraphs suitable for the tool for the subject of study, and based on the observations of the arbitrators the study tool was modified to become in its final form a component of (20) paragraphs, and accordingly the tool enjoys the honesty of the content.

### **Tool stability:**

From the extraction of the coefficient of stability, the researchers used the equation of alpha Cronbach, the coefficient of stability (0.87) and these values reached for the coefficients of stability are appropriate and meet the purpose of study.

### **Statistical processing:**

After collecting the data, encoding it, and processing it by appropriate statistical methods, using the SPSS statistical packet software, the researchers used frequencies, arithmetic averages, standard deviations, percentages, a test (T) for independent samples, a single variance test ANOVA and the Cronbach alpha equation.

### **View the results of the study questions**

In this section the results of the study questions will be discussed and based on the results of the study will be put forward recommendations and proposals suitable for the subject of the study, this questionnaire has been designed on the basis of a five-dimensional Likert scale and the paragraphs have been shown and weights have been given to the positive paragraphs in the tool as it is ( very large: five degrees, large: four degrees, medium: three degrees, few: two degrees, very few: One degree, the researchers relied in interpreting the results on this criterion:

1. From 3.5 and above large
2. Security 3.5-2.5 Medium
3. Less than 2.5 is few.

### **Key question: To what extent are the quality standards of building science achievement tests available from the point of view of the examination committees in Jordan?**

In order to answer this question, arithmetic averages, standard deviation and percentage of each paragraph of the instrument were extracted, and the following is a statement of this:

**Table (2) Arithmetic averages and standard deviations of the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan ranked in descending order according to the arithmetic average**

Item number	Rank	Item	Mean	Std. Deviation	level
16	1	Adequate time to answer the questions with the time given for the test.	4.45	0.615	big
20	2	A model answer to the questions is laid out with clarity.	4.44	0.561	big
19	3	Clear instructions are written for each question.	4.43	0.500	big
14	4	The test questions vary between essay and objective.	4.42	0.500	big
15	5	The test print is clear and free of technical imaging issues.	4.40	0.609	big
9	6	The terminology and language of the test are appropriate for the age group that has been set for it.	4.38	0.551	big
5	7	The test statements are devoid of correct answer hints.	4.33	0.551	big
18	8	Test levels stem from goal levels.	4.32	0.638	big
7	9	The grades are distributed among the test questions appropriately.	4.31	0.638	big
3	10	The question should not bear more than one answer.	4.30	0.589	big
2	11	The test questions include the competencies to be studied.	4.29	0.579	big
10	12	The marks are distributed equitably between the essay and objective questions.	4.28	0.629	big
11	13	It is free from factors that distract the student and affect his retrieval of information.	4.27	0.629	big
12	14	Indicates the mark observed for each question.	4.26	0.579	big
4	15	The test covers all the elements to be measured in the content studied by the student.	4.25	0.618	big

17	16	The news contains points that distinguish the weak student from the strong from the average.	4.24	0.606	big
6	17	It is stable.	4.23	0.479	big
13	18	The questions take into account the individual differences among students.	4.22	0.521	big
8	19	The test is free from grammatical and spelling errors.	4.21	0.576	big
1	20	The test includes instructions for the number of pages and questions.	4.17	0.657	big
<b>Total</b>			<b>4.3132</b>	<b>.323640</b>	<b>Big</b>

It is clear from the data in Table (2) that the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan is large, the averages ranged from (4.45) to (4.17) and this result indicates that the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan was large, This is in terms of the arithmetic average of (4.31) and this confirms that the tests in the Jordanian Ministry of Education take into account the individual differences among students, and that they follow the test levels of the levels of goals, and that the test questions include the competencies to be studied, and that the test is free of linguistic and spelling errors, as well as clear instructions are written for each question, and the test questions vary between essay and objectivity, This result agreed with the results of both the Ahmadi study (2020) that the quality of the achievement tests was high, the Badi and Al-Hudabi study (2021) which confirmed the construction of achievement tests according to good test standards were large, the study of Kartas and Laqan (2021) which confirmed that the extent of adherence to the quality standards of the test in the achievement tests was large, and this result differed with the results of both the study of Al-Farajat (2015) that the construction of achievement tests according to the standards of good testing was average, and the study of Al-Aoun (2016) which She stressed that the construction of achievement tests in schools of education in the northeastern Jordanian Badia according to the standards of good testing was average, and the study of Masoudin (2017).which concluded that the degree of commitment of teachers of the basic stage in Jordan to national standards in the construction of achievement tests from the point of view of educational managers and supervisors was average, the study of Abdel Rahman & Dawina & Bashir (2020) which showed that the quality of achievement tests by verifying the diversity of test specifications was average.

**The second question: Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average responses of the study sample on the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan according to the variable years of experience?**

In order to answer this question concerning the variable of years of experience, the analysis of monovariance was used, and the following table results illustrate this:

**Table (4) The results of the analysis of the single variance to indicate the differences on the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan are attributed to the variable years of experience.**

Total	Contrast source	Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	0.279	2	0.140	1.363	.2710
	Within Groups	3.177	31	0.102		
	Total	3.457	33			

We note through the data in the previous table that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average responses of the study sample on the availability of quality standards for the construction of achievement tests for science from the point of view of the test committees in Jordan according to the variable of years of experience, the value of the level of significance (0.27) and this value is greater than (0.05) and this result means not to reject the zero hypothesis related to the variable of years of experience, and the researchers interpret this result to the fact that the country Palestine depends on certain standards for tests and these standards are comprehensive for all tests and for all schools and therefore these standards do not need diligence in order to reach them as the Ministry is working to adopt them and impose them on all teachers and therefore all science teachers in the Ministry of Education have knowledge of them regardless of their years of experience. We note through the data in the previous table that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average responses of the study sample on the availability of quality standards for the construction of achievement tests for science from the point of view of the test committees in Jordan according to the variable of years of experience, the value of the level of significance (0.27) and this value is greater than (0.05) and this result means not to reject the zero hypothesis related to the variable of years of experience, and the researchers interpret this result to the fact that the country Palestine depends on certain standards for tests and these standards are comprehensive for all tests and for all schools and therefore these standards do not need diligence in order to reach them as the Ministry is working to adopt them and impose them on all teachers and therefore all science teachers in the Ministry of Education have knowledge of them regardless of their years of experience, The results of this study were consistent with each of the results of the Masoudin study (2017). Which stressed the absence of statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the degree of commitment of teachers of the basic stage in Jordan to national standards in the construction of tests according to the variable of experience, and the study of Farajat (2015) which led to the absence of statistically significant differences in the competencies of teachers related to the construction of achievement tests attributed to the difference in years of experience, and the study of operations and roundabouts (2015) which

found the absence of statistically significant differences in the degree of commitment of teachers of the Arabic language to national standards. In the construction of language tests attributed to the variable of experience, . The Zarzis study (2013) shows no differences in the degree to which Zarqa Governorate teachers adhere to national teacher standards in the field of evaluating students' learning from their point of view according to the variable of experience.

**Third question: Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average responses of the study sample on the availability of quality standards for the construction of science achievement tests from the point of view of the examination committees in Jordan according to the variable of scientific qualification?**

In order to answer this question concerning the variable of the place of educational qualification, the analysis of monovariance was used, and the results of the following table illustrate this:

**Table (6) The results of the analysis of the single variance to indicate the differences on the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan according to the variable of scientific qualification attributed to the variable of scientific qualification**

Total	Contrast source	Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	0.058	2	0.029	0.142	0.781
	Within Groups	6.305	31	0.2030		
	Total	6.363	33			

We note through the data in the previous table that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the average responses of the study sample on the availability of quality standards for the construction of achievement tests for science from the point of view of the examination committees in Jordan according to the variable of scientific qualification, the value of the level of significance (0.78) and this value is greater than (0.05) and this result means not to reject the zero hypothesis related to the variable of scientific qualification, and the researchers interpret this result to the fact that the criteria The achievement tests are clear and unified for all directorates and that all employees in the examination committee have knowledge of them and that these standards are uniform and clear to everyone, so therefore the responses of the members of the study sample were uniform, that is, those with master's specialization, doctorate and higher diploma had similar answers with regard to providing quality standards for the construction of achievement tests in Palestinian schools, This result was consistent with the results of the study of Scientifics and Dawiri (2015), which found that there were no statistically significant differences in the degree to which Arabic teachers adhered to national standards in the construction of language tests attributable to the variable of scientific qualification. The Zarzis study (2013) shows no differences in the degree of commitment of Zarqa teachers to the national standards of the teacher in the field of evaluating students' learning from their point of view according to the variable of educational qualification. This

study differed with the results of the study and study of Farajat (2015), which led to the absence of statistically significant differences in the competencies of teachers related to the construction of achievement tests attributed to the difference in academic qualification.

### **Recommendations:**

Based on the findings reached, the researchers came up with a number of recommendations as follows:

1. The necessity of continuing to provide an appropriate time to answer the test questions.
2. The necessity of continuing to provide exemplary answers to questions with clarity.
3. Continue to write clear instructions for each question.
4. The necessity of continuing to diversify the test questions between essay and objectivity.
5. The necessity of conducting more studies related to crisis strategies and applying them to another academic community that was not included in the current study.

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