

DEVELOPMENT AND VALIDATION OF ENGLISH PROFICIENCY-INFUSED ENTRANCE EXAMINATION FOR COLLEGE

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Abstract

This study entitled, Development and Validation of English Proficiency-Infused Entrance Examination for College was conducted to develop and validate an English proficiency test for entrance examination for Dingalan Community College. The study followed a systematic approach of test development with three phases; planning stage, development stage and evaluation stage. The test was designed using a Table of Specifications aligned with the Revised Bloom's Taxonomy and covered the main skills area of English Proficiency test namely; Grammar, Vocabulary and Reading Comprehension. A 100-item multiple choice questions were constructed and underwent through three phases of pilot tests to assess the difficulty and discrimination indices of the examination. A 100-item multiple-choice test was initially developed and underwent four phases of pilot testing to evaluate difficulty and discrimination indices. The first test was administered to 30 students from BS Entrepreneurship 1-A, followed by a second test with 37 students from BS Entrep 1-B, refining the test to 70 items. The third test, conducted with 39 students from BS Entrep 1-C, further reduced the items to 60. The final testing, with 30 students from BS Entrep 1-D, validated the remaining 50 items. The test was refined to 50-well validated questions after the fourth and final testing. The reliability of the test was assessed using Cronbach's Alpha, which achieved a high reliability score of 0.90. The result indicates that the developed questions effectively measured the English proficiency skills of the students. Additionally, the developed and validated questions will also serve as a diagnostic assessment tool to address the learning needs of the students. The study concludes that the developed test is an effective measure of English Proficiency for college admissions. It recommends consistent test evaluation and the use of digital tools to improve assessment accuracy and efficiency.

Keywords: English proficiency; entrance examination; test development; item analysis; reliability; community college

1. Introduction

Education is one of the most essential components in creating the human resources needed for a nation's development across the board. Generally, it refers to any activity that significantly influences a person's development of skills, attitudes, or cognitive abilities. Academic performance describes a student's standing in carrying out his schoolwork; typically, students adhere to their teachers' directions and use the resources at their disposal to understand and articulate what they have learned.

Community colleges are critical in opening access to higher education, especially for the underserved and geographically isolated areas. They bridge access to affordable, flexible, and accessible academic and vocational education. In the Philippines, community colleges are essential for regional development, lifelong learning, and bridging skills gaps in local economies. They serve as institutions not only for education but also as economic and social movers.

Dingalan Community College adequately equips the students to respond to an ever-changing world that demands constant adaptation. It seeks to produce globally competitive individuals driven by love of country, of God, and concern for the nation. The Dingalan Community College used an admission test to

screen applicants for its program. The College used the developed test in screening First-Year applicants. Entrance examinations are considered an invaluable means in evaluating a student's readiness for specific academic courses and, to a degree, can be relied upon for predicting future academic success. Passing the entrance exam is one of the most important requirements for admission to this institution.

An entrance examination is an assessment tool that is being utilized by many educational institutions to qualify students for admission. Examinations of this nature can be administered at any educational level, from primary to tertiary education; however, they are predominantly prevalent at higher levels. Based on the observation conducted on the submitted documents of the applicants in the 2024 Dingalan Community College Entrance Exam, most of the students received lower grades in the English part of the admission exam.

Given these concepts, the researcher emphasized the importance of the entrance examination in Dingalan Community College. A feasible entrance examination to suit the level of student's proficiency in English was made. The purpose was to assess the level of language proficiency to read and understand course work, participate in class discussions, and to think critically.

This study developed and validated an English part of the entrance examination composed of test items. Ogbonnaya et al. (2014) establish a correlation between entry qualifying scores and subsequent academic performance. Bautista, Rey, and Suan (2014) conducted a localized study that illustrated the application of an entrance exam to assess students' academic performance and admission. The study findings indicate that both the entrance examination score and academic score contribute to predicting a student's academic achievement.

The examination will include the item analysis and table of specification within the exam's validation procedure to ensure consistency in measuring all questions. Differentiating this on validation will make the exams more reliable and give a more favorable type of feedback to gauge the readiness of students of Dingalan Community Colleges. Developing and validating this entrance exam will be instrumental in identifying quality-prepared examinees and ensuring a level playing field in terms of admission policies at Dingalan Community College. By developing a type of examination that recognizes such obstacles, Dingalan Community College will give a more significant opportunity for the inclusion of the largest part of its population while preserving the standards of academic rigor. This study attempts to fulfill the requirements of academic excellence with a sense of accommodation by making equal opportunities available to all students through the entrance exam process. Similarly, the developed questions in the examination will also be significantly used as a diagnostic test among the students to address students' learning needs and become proficient in English.

2. Review of Related Literature

College Entrance Examination and English Proficiency

Learning and gathering command over the English language has become necessary in the 21st century. As quoted by Bandiala (2016), when he asserted that the capacity to use English in an appropriate manner as well as the knowledge of syntax and lexis is basic to survival today. Through this, individuals became dedicated to learning the language to be part of the international society. Many countries are teaching every level of school not only with the native language, but also the foreign or second language. This fact about the need for an adequate command of English, more so its spoken skills, holds very true, especially considering all relevant discussions in the ASEAN realm.

Hengsadeekul, Koul, & Keawkuekool argued in 2015 that English is no longer a matter of preference but necessity, particularly when the ASEAN community merging begins in 2015, which will pressure ten countries to compete. Various Asian countries have attempted to solve their problems concerning speaking English fluently. For instance, in Malaysia, it was reported that according to a study by the Federation of

Malaysian Manufacturers, among the most compelling reasons why some graduates are unemployed is that they cannot speak fluently in the English language.

In the Philippine tertiary education context, admission examination is being conducted and serves as the criteria in allowing the students to proceed enrolling to a specific program or degree. Admission examination also determine the factors relating to academic success, teaching, learning and support.

Filipino researcher, Magbanua (2016) determined the English proficiency of 305 college students across various degree programs, and findings reveal that they have very satisfactory proficiency in grammar and spelling but are not proficient in vocabulary. Racca and Lasaten (2016) found a significant relationship between satisfactory high school English proficiency and academic performance in Science, Math, and English. Based on the research, in the Philippine education, the English proficiency of the college students, primarily oral proficiency in different programs is different. Therefore, the implications in the college admission tests should be examined.

Validity and Standardized Testing

Validity refers to the degree to which a concept, conclusion, or measurement is substantiated and accurately reflects reality. The validity of a measurement instrument, such as an educational assessment, refers to the extent to which the instrument accurately measures what it purports to measure; in this context, validity is synonymous with accuracy. In psychometrics, validity specifically refers to test validity, which denotes the extent to which data and theory substantiate the interpretations of test scores. Validity is crucial since it informs the selection of appropriate tests and ensures that researchers employ procedures that are ethical, cost-effective, and accurately assess the concept or construct in question.

Bachman (1990) defines construct validity as the extent to which performance on tests is consistent with predictions that we make based on a theory of abilities, or constructs. Alderson, Clapham and Wall (1995) mention different ways for establishing the construct validity of a test. Some of the results of these are based on the underlying theories, analysis, correlations and validation.

Golnaz Jamalifar et al (2015) investigated the relationship between the general English courses offered at Islamic Azad University. The study compared the general English performance of the Bachelor's degree program and the Master's degree entrance examination in the university. The study used multiple regression methods of analysis. Results showed that the general courses explained 67 percent of the variance in the performances the Bachelor's degree and master's degree of the univeristy.

Language Proficiency and Academic success

According to Ghenghesh (2014), one of the most important aspects of university education for English as a Foreign Language (EFL) students is a high level of proficiency in English to help progress through education. English proficiency is the capacity of a student to apply the language effectively to read and produce meaning in both spoken and written modes, particularly in academic contexts. An EFL student ought to be capable of reading, writing, listening, and speaking with confidence and clarity. English facilitates students' access to meaningful learning and achievement in courses taught in the language. But those who do not possess the required skills tend to struggle to engage fully in lessons and find academic demands challenging. This can result in low self-esteem, frustration, demotivation, and a lack of interest in going to classes. Students whose native language is not English—and intend to study in universities in nations such as the UK, USA, Canada, Australia, Hong Kong, and New Zealand—usually must prove their competency in all four language abilities by sitting on standardized English language test.

Importance of Language Education in Academics

English is one of the languages that academic institutions are utilizing and regularizing. On this note, the involvement in other languages became important to manage and improve the cognitive observations of the students in academics. As suggested by Evans & Fisher (2022), the process of knowing different languages in academics can help in increasing the positive attitudes by which cultural development can be managed properly. This is same goes with the students' language skills in other languages help them improve their social competencies. Unlike Hill et al. (2020), the language learning process improves memory functions, allowing long-term memories to be easily recognized. This will promote creativity in thinking in attaining the higher reading achievements. Additionally, confidence and socialization increase when an individual knows more than one language. By enhancing the interest of the students in learning a new language, this can also lead to managing the problem-solving skills which is essential in collaborating and learning. Moreover, native language is the foundation of other languages. By knowing the native language, vocabulary power will be more developed which can make the communication process better.

As recommended by Schurgin & Flambeau (2018), the creation of a sense of community is managed through the involvement of concrete reasoning by using language skills in academics. Acquiring and learning a language benefits the social bonds of an individual.

Curriculum Development and Language Skills

According to Malkawi & Krishan (2022), in the learning process, language plays an integral part in managing the learning skills of students. This contributes to the development of the skills that can enhance students' academic performance, resulting in the generation of well-informed content information. This contributes to the correct development of the students' knowledge. The acquisition of multiple languages in the academic section can facilitate the advancement of students. Additionally, the objectives and goals for comprehending the application of language skills in academic content for all subjects have been specified. In the present day, English is one of the primary languages that are primarily used to manage academic subjects. Additionally, the academic curricula incorporate the use of regional languages, which facilitates the management of a variety of languages for students.

Onishchuk et al., (2020) have mentioned that the use of regional languages increases the subject competencies by which understanding the content becomes easier. The curriculum fosters awareness that enables the effective management of teaching methods and instructional resources. The formulation of learning objectives aligned with the curriculum enhances the advancement of information regarding business processes. Employing communicative language instruction enhances linguistic proficiency, hence facilitating the learning process. Skill-based education effectively addresses real-life situations. Narrative teaching is primarily employed to effectively manage the communication process. The use of an appropriate curriculum in the educational process enhances the quality of learning, hence fostering improvements in students' personal, cognitive, psychological, and social responsibilities.

Katal et al., (2022) view that curriculum development is managed with well-informed data that helps in increasing passionate learners. Moreover, the integration of skill-based education supports the effective management of joyful learners, ensuring the proper development of their critical thinking skills. The language development process facilitates operational sustainability by effectively managing creativity and intellect. The analytical process is overseen to preserve ownership, ensuring the effective utilization of language skills within the academic domain. Skill development within a professional network enhances talent cultivation, hence improving bargaining capabilities among students. The utilization of diverse linguistic modalities in academia impacts students' learning experiences. This issue is impacting the procedural knowledge necessary for effective management of language skills. Furthermore, it is essential to incorporate appropriate experiences among teachers to effectively manage academic concepts.

Newton et al., (2018), states that the involvement of different language learning processes in academic content is creating problems for the students to understand the academic concepts. Nonetheless, facilitating students' comprehension of language skill requirements is achieved through the engagement of business processes that effectively manage operational developments. Values for controlling language skills can foster extensive learning advancements among kids. This study elucidates the application of linguistic competencies in scholarly material. This study includes many psychological approaches among pupils to enhance their language skills.

Table of Specifications

The Table of Specifications (TOS), also known as a test-item blueprint, is a technique utilized in test creation to enhance the validity of teacher-created assessments by connecting objectives, instruction, and evaluation. A TOS can be formulated as a two-dimensional table with two categories: The predominant kind employs the subjects or content addressed in the column alongside the taxonomy levels in the row. The second form employs the established educational objectives in the column rather than the subjects or content addressed. TOS was explained in detail by Fives and DiDonato-Barnes (2014) in terms of purpose, that is, to improve the validity of a teacher's evaluations based on a given assessment; construction, that TOS is done before instruction or as part of instructional planning; and utilization, where the TOS is used to assign the number and level of test questions.

Using TOS can improve the standard of tests that teachers administer. First, TOS ensures that the topics included in the test are comprehensive and relevant to the curriculum. Another aspect that TOS helps with is excluding questions that may not be relevant and out of scope. Finally, a TOS eliminates the possibility of questions that are not aligned with the appropriate cognitive levels, which enables the teacher to measure the cognition of students at different cognitive levels of Bloom's taxonomy.

In addition to enhancing the quality of tests, TOS has other advantages for teachers. It can help identify areas where students need further practice and review. It can also be used in planning future lessons and the accompanying measurements. Teachers' proper use of TOS can help create compelling and entertaining learning for the students.

Reliability in Educational Assessments

According to Miller (2019), there are three foundations identified by professional standards for examining the psychometric quality of assessments: validity, reliability, and fairness. Consequently, reliability is a fundamental factor for all evaluations. Reliability is characterized by the uniformity of scores across multiple iterations. In education, measurement error causes and replication foundations encompass items, forms, raters, or situations. The origin of the measurement mistake dictates the nature of reliability and, thus, the generalizations regarding the measurement. Thus, inconsistency in scores is potentially due to multiple sources of random error, and this definition can be applied to multiple types of replications depending on the generalization that is to be made (e.g., items, forms, raters, or occasions). Numerous indices exist for assessing reliability, including reliability coefficients, generalizability coefficients, standard errors of measurement, and information functions, among others. The indices are delineated variably according to distinct test theories. Classical test theory focuses on reliability coefficients and standard errors of measurement; item response theory prioritizes information functions; generalizability theory highlights generalizability coefficients, dependability indices, and both relative and absolute standard errors; while classification consistency underscores proportion agreement, whether adjusted or unadjusted for chance agreement. The significance of reliability fluctuates based on the applications of the assessment. Reliability becomes progressively crucial when the ramifications of test utilization are more significant. Consequently, reliability is anticipated to be more stringently maintained when assessments are employed for critical

decisions about persons, such as employment, certification, and therapeutic placement determinations. Although validity, defined as the interpretations and applications of test scores, is regarded as the paramount attribute of a test, reliability establishes a robust basis for validity, serving as a requisite condition for the majority of test applications or interpretations. Inconsistent scores during a testing method are affected by random measurement errors. Consequently, the scores will exhibit weak correlations with other variables, lack robust internal structure, and fail to effectively represent the applications and interpretations of scores essential for validity. Thus, dependability is frequently deemed essential for the appropriate use and interpretation of scores. Conversely, a test may exhibit high reliability yet lack validity for a specific application or interpretation, as validity hinges on consistent measurement and the accurate assessment of the intended concept.

Diagnostic test

A test is a way to gauge a person's ability, knowledge, or performance, Brown (2017) within a particular domain. While tests are a part of assessment, they are by no means the sole method of evaluation that a teacher can make. The assessment may be public or formal, sometimes both are informal and takes place in day-to-day lessons.

Teachers and other education professionals spend a lot of time testing, analyzing, and evaluating. Most educators frequently dislike creating the test. They also encounter various challenges when preparing for the test, such as uncertainty regarding the test's standardization. They are occasionally unsure of what the exams are truly attempting to measure. As a result, the test's objective is not met, and it leads to abuse, such as when it's employed as a kind of punishment.

Diagnostic tests differ from other evaluation forms in two primary respects. First, they are scheduled at the beginning of a course, before any instruction has begun. Second, the test's content is not based on what was covered in the previous classes—which, unfortunately, frequently haven't been any. Since diagnostic tests are frequently made to cover a broad range of levels, it is also conceivable to administer the same test to every student and assign them to the proper level based on the results. This makes their purpose essentially different.

A diagnostic test is administered at the commencement of a course, grade level, unit, or lesson to assess the students' knowledge, skills, and comprehension. It allows the teacher to modify the curriculum to fit the needs of the pupils and assesses their prior knowledge. Additionally, a diagnostic test can be used to address misconceptions, build on students' strengths, modify the curriculum to suit their requirements, and even offer interesting and unexplored ideas. Additionally, a diagnostic test gives both educators and students feedback. When feedback takes the kind of direction and includes suggestions for the next course of action or what should be done to succeed or develop, it can be easier to comprehend. Direct feedback is the term for it (Black and William). Conversely, the sole purpose of indirect feedback is to identify students' specific areas of strength or weakness. Furthermore, according to Brown and Hudson (2022), feedback can be given to a variety of users, including administrators,

teachers, students, and others.

According to Casmir (2020), diagnostic testing is particularly relevant in subjects where mastery of certain knowledge or abilities is necessary to grasp advanced ideas.

To measure what students have accomplished from the time they start school until the end of the school year, one of the necessary processes is the diagnostic evaluation. This means that evaluation is the process of looking at something and first understanding the object to be evaluated, which involves tasks through social research and dissemination techniques, allowing actors to be responsible for the evaluation study.

Another definition of a diagnostic exam can be used to identify learning challenges, knowledge gaps, and skill deficits in students during a course. Therefore, we can take action once we are aware of the issues. It

could happen at the start of a term or a unit of study, or whenever knowledge about a student's past learning is helpful. Students should learn from diagnostic assessments what they need to improve on going forward (Brown, 2017). He added that a diagnostic test will usually provide more specific subcategorized data on the student. A diagnostic test may yield insights into a student's mastery of verb tenses, modal auxiliaries, definite articles, relative clauses, and analogous concepts within a program featuring a form-focused phase.

The teaching-learning process can be challenging for teachers at times, particularly when it comes to determining students' basic English proficiency. A teacher may be unclear about the subjects that the pupils have mastered and the ones that the class should concentrate on. The government hasn't offered any tests to address this issue, though. As a teacher, it may be difficult to come up with a diagnostic test for the class. Diagnostic test implementation is still uncommon at Dingalan Community College. The formative and summative tests are typically the only ones included in the administration.

The diagnostic test leads to learning and informing instruction without the terrible anxiety that comes with important tests, grades, and pass/fail judgments. Students would be more likely to be honest in sharing information about areas in which they needed help if the results were not used to judge or evaluate them, such as when choosing students for specific opportunities or assigning grades. This reduces stress levels and makes it possible to employ a variety of "self-appraisal" techniques

Luke Harding et al. (2015) investigate how suggested diagnostic procedures may affect reading and listening assessments. The study investigated and offered workable solutions to the questions of how diagnostic evaluation might occur in the context of SFL reading and listening.

Yuan Sun and Masayuki Suzuki (2015), demonstrates how Cognitive Diagnostic Assessment (CDA) can offer comprehensive details about students' strengths and weaknesses and address the usefulness of CDA in giving teachers useful feedback to help them improve their instruction. The study indicated that CDA would be a helpful method, and that to apply CDA in practice, mechanisms for presenting diagnostic scores that provide valuable feedback must be created. The study's findings demonstrated the diagnostic test's high validity and potential to give teachers and even students insightful feedback. As an alternative to formative diagnostic evaluation, the study suggested a bespoke diagnostic assessment framework. Teachers and other users were able to design, modify, and administer a diagnostic exam at any point during an instructional program thanks to this study.

Rovikasari, Astuti, and Jati, (2020) states that teachers can examine students' abilities more effectively by using a diagnostic examination that consists of multiple-choice questions. In addition, it aids them in reaching the learning objectives that pertain to the primary skill. A diagnostic test administered at the start of the semester in an English class can significantly enhance student learning. Teachers can determine a student's strengths and shortcomings in their language use or knowledge even when they are aware of their needs. Teachers will have more productive time throughout the teaching-learning process if they are aware of the students' areas of strength and weakness. It will successfully give feedback and demonstrate that the exam can yield valuable data that teachers may use to enhance their instruction. Consequently, the learning goals will be met. The diagnostic test is still not widely used, though. Teachers still have a limited understanding of how to use diagnostic tests. Therefore, to encourage the use of diagnostic tests in teaching and learning classes, the government and other educational stakeholders who are already familiar with them should collaborate.

English Proficiency and Academic Performance of College Students

A person is regarded as proficient in a language if he can use the language's rules and components in real-world contexts (Rubio & Hacking, 2019). According to Ocampo (2021), this proficiency further illustrates the depth of the language user's understanding of the where, when, or how of language acquisition.

The Philippines was formerly acknowledged as a country that excels in English language proficiency. Filipinos were able to communicate well in a variety of speech contexts using English. Its use in education is

widely evident, as it is taught from elementary school through university and is regarded as a key topic. Additionally, it is the language of instruction in both public and private schools. Considering many Philippine schools employ English as their primary language of instruction, educators, particularly those teaching English—need to be highly proficient in the language. Proficiency, as delineated by the American Council on the Teaching of Foreign Languages (ACTFL), refers to the capacity to utilize a language in authentic contexts, during conventional interactions, and in a manner that is suitable and acceptable to native speakers. Regardless of the location, time, or method of language acquisition, proficiency shows what a language user is capable of. Consequently, for students to attain proficiency in the language, a teacher must possess the belief that learning transcends boundaries.

Grammar is an extremely important component of language study. Grammar, according to Hashemi and Daneshfar (2018), is crucial because it is a necessary component of language knowledge, not because it is required to be taught in the curriculum and on national exams. The majority of Philippine schools teach grammar as a distinct subject with an emphasis on definitions, exercises, and labeling.

Reading Comprehension

The ability of the mind to perceive and comprehend is known as comprehension. The ability to recognize and comprehend the meanings conveyed by a book is known as reading comprehension. Reading between the lines is a literary reading talent that finds deeper depths of meaning and grows more complicated interpretations. It covers the basic and key

reading skills that make it the most sophisticated reading level, involving grasping complex texts in all their complexity (Din, 2020).

Language proficiency is especially critical for English as a Foreign Language (EFL) students, as it significantly impacts their academic success. Ghenghesh (2015) underscores that proficiency in reading, writing, speaking, and listening is necessary for students to fully engage with university-level content. Without strong language skills, students struggle to participate in lectures, comprehend academic materials, and complete assignments. Several researchers found that Filipinos' Proficiency in the English language is rapidly declining. San Juan (2019) revealed that Filipinos had an average score of 7.18 for reading, speaking, writing, and listening, a very low number according to international standards. Concurrently, students' linguistic proficiency at State Universities and Colleges exhibits analogous outcomes. Tendero (2019) study revealed that the average score of Filipino college students in English receptive skills is tantamount to the target passing score of Thai and Vietnamese high school graduates. In a research study conducted by Patron and Barrera (2016) involving 386 college students from selected state universities and colleges in Luzon, it was found that 79% of the participants who had a strong grasp of the English language performed well in their classes and were offered job opportunities. Conversely, 21% of the students encountered difficulties in adapting to their teachings and failed to complete their courses. Notwithstanding the generally favorable outcomes, the study underscored that numerous college students encountered challenges with grammatical conventions, especially regarding subject-verb agreement requirements. Additionally, poor application of the English language in both written and spoken forms was observed. This can lead to poor academic outcomes and diminished motivation.

Item analysis

According to Shete et al. (2015). Item analysis, the process of collecting, summarizing, and assessing data from students' responses, is employed to evaluate the quality of test items, thereby enhancing the overall quality of the exam. Item analysis is essential in developing a reading test model, as it determines whether items meet inclusion criteria or require modifications for enhancement. The results of the item analysis may disclose essential insights on the test-takers' replies to each question and their correlation with overall test

performance. Item analysis is deemed advantageous for the selection of test items during both development and revision, as well as for evaluating effectiveness with a specific group of test takers. Item analysis is employed to assess the efficacy of individual items in a PISA reading test model created by instructors involved in training.

Item revision, the stage closely related to item analysis, is used to identify and classify items that are too difficult or too easy or questions with implausible distractors (Shin et al., 2019). In daily lessons, item analysis and revision can ascertain whether an item effectively distinguishes between students who have mastered the subject presented by professors. Consequently, the items may be altered, and directives can be adjusted to rectify any misconceptions regarding the content.

Shete et al.'s 2015 article emphasized the importance of item analysis of the test items to improve the quality of reading assessments. An item analysis is the rating of students' responses to ensure that every test question is appropriate or requires modification. It discovers which items might be too difficult for any given test, too easy, or the distractors are ineffective, thus leading to insights into how each question may influence the general performance of students on the test.

According to Shin et al. (2019), item revision is item analysis, which improves test items regarding category and difficulty. Classroom applications will assist teachers in differentiating students who know from those who do not know based on the results. Teachers can exchange questions with instructions of options based on the students' responses. In simpler terms, item analysis allows tests to be honest, realistic, and aligned with educational objectives.

Suggested Percentages on English Test Items based on the Application of Revised Bloom's Taxonomy

Kamlasi (2018) proposed Percentages for Revised Bloom's Taxonomy in Test Items. Distribution of Taxonomy Levels: As depicted in the above analysis, it is observed that test items were highly concentrated towards the lower levels of Bloom's Taxonomy. Particularly:

Remembering: 44% were categorized under the Remembering level, strongly emphasizing students' ability to recall information.

Applying: It fell under 42% that call for applying knowledge in real-life conditions.

Analyzing: 10% were classified as Analyzing, showing a limited focus on higher-order thinking skills.

Understanding: 4% assessed Understanding, which involve explaining concepts or ideas.

Evaluating and Creating: Nothing was recorded in the Evaluating and Creating categories, suggesting a significant gap in rating these critical thinking skills.

Kamlasi's (2018) findings suggested that the current test items do not adequately cover the full spectrum of cognitive skills outlined in Revised Bloom's Taxonomy. The absence of Evaluating and Creating items implies that students are not being assessed on their ability to make judgments or generate new ideas, which are essential for their overall development and learning outcomes.

In summary, the results highlight a predominance of lower-order thinking skills in the English test items, with a clear need for improvement in assessing higher-order cognitive abilities among students.

The Changing Role of Community Colleges

Although community colleges have been established for over a century, their function began to evolve in the late 1940s, transitioning from primarily functioning as transfer or junior colleges to aiding the broader community in fulfilling the demand for highly trained individuals necessary for a 21st-century economy. Community colleges serve as a conduit for transferring students to senior institutions and universities while also offering a crucial link to career opportunities in local communities and beyond. Consequently, community colleges have become significant contributors to supplying businesses with the necessary personnel to thrive in local, regional, and global economies. In the forthcoming decade, the United

States will encounter a significant talent deficit, and the importance of community colleges has recently garnered national focus.

3. Methodology

The researcher applied the developmental research method to create a new set of questionnaires for the English part of the entrance examination for Dingalan Community College. This upholds educational standards and guarantees that students have a high-quality education that adequately qualifies for their future employment.

Developmental research is defined as an interactive, cyclic process of development and research in which theoretical ideas of the designer feed the development of products that are tested in classroom tastings, eventually leading to theoretically and empirically founded products, the learning process of the developer instruction theory, (Ibrahim, 2016).

The participants of the study are the four blocks of the BS Entrepreneur program at Dingalan Community College, which is composed of 136 students. The participants will answer the developed English entrance examination questions during the pilot tests.

Cleave (2021) asserts that pilot testing enables the researcher to assess the entire questionnaire. The ability to identify problems before the full questionnaire is the main benefit of pilot testing. The purpose of pilot testing is to assess each query's validity. It has to do with how well the inquiry can gather the data it is intended to assess.

The researcher developed an English test questionnaire based on prior reviews of several subject matters and the needed learning competencies to acquire knowledge and skills. Additionally, the English test was developed. Moreover, the students' answer sheets will be used to evaluate the questionnaire. To evaluate the developed test questionnaire, the following indices will be established namely; discrimination and difficulty index. The researcher will also seek guidance and advice to the statistician to establish the reliability of the test questionnaire using Cronbach's Alpha.

4. Results and Discussion

This portion of this study gives the summary, conclusions, and the researcher's recommendations based on the results of the study.

Summary of Findings

This study, "Development and Validation of Entrance Examination for a Community College," aimed to develop, construct, and validate an entrance examination for incoming students at Dingalan Community College.

The study employed a test development and validation procedure with four stages: test construction, initial administration, item analysis, and lastly, final validation. The entrance examination originally had 100 items, which received three sets of item analyses to narrow down the test. Every stage involved revising, retaining, or rejecting items depending on their difficulty and discrimination indices in a bid to achieve test effectiveness. The test was narrowed down to 50 clear items that were suitable for ascertaining students' level of language proficiency.

The difficulty and discrimination indices were examined to determine item quality. Internal consistency was measured through the Cronbach's Alpha reliability test, which provided a high level of reliability as 0.90. This showed that the test was highly reliable and could generate consistent results.

Findings

The following are the specific problems considered with their corresponding findings;

The test items were carefully designed and followed a specific structure of development process:

From the planning stage, the test blueprint (Table of Specification) followed Bloom's Taxonomy, which categorized the items of the test at four levels of cognitive demand: Remembering, Applying, Analyzing, and Understanding. There were 100 items for the first testing, to ensure its effectiveness, the test underwent three phases of validation and item analysis. There were 70 items left for the second testing, 60 items left for the third testing and total of 50 items was administered during the final testing. Lastly the researcher conducted the evaluation stage which, after checking the papers of the students, the researcher conducted the item analysis to check the difficulty and discrimination indices of each testing. Finally, after the three sets of testing, there were total of 50 items left to be tested. The statistician implemented the use of Cronbach Alpha to evaluate the consistency of the items in order to guarantee reliability. It was revealed that the test attained the consistency after series of testing and item analyses. The statistician verified the reliability of the test, guaranteeing that it encompassed all necessary competencies.

The difficulty and discrimination indices are important in validating and improving the reliability of the set of questions from series of testing. The difficulty index was determined by evaluating the answers of the students who answered the items correctly. The items were classified as; Very Easy, Easy, Average, Difficult and Very Difficult. The goal is to draft a balanced test ensuring that majority of the items will within Average and Difficult ranges; not too easy nor too difficult.

On the other hand, discrimination index was done by the researcher to determine how effective each item between upper and lower group. Items were classified as Very Good, Good, Marginal, or Poor based on their ability to distinguish students' proficiency levels. Items with low discrimination values were either revised or eliminated to enhance the test's overall quality.

Through consistent item analyses to determine the difficulty and discrimination indices of the items, the final 50-item entrance examination achieved a well-balanced difficulty level and strong discrimination power, with the value of .90, ensuring its reliability and effectiveness in assessing students' English proficiency.

Conclusions

- 1.This study developed and validated an entrance examination for Dingalan Community College by examining its planning, development, and evaluation stages, as well as establishing its difficulty, discrimination, and reliability indices.
- 2.The test was carefully designed and refined through series of item analysis, reducing the 100-item test to 50 well-validated questions.
- 3.The test is highly reliable and produces consistent results confirmed with Cronbach's Alpha's result (0.90).

Recommendations

- 1.The study recommends a systematic approach to test development to ensure the validity of the questionnaire. Through the structured process encompassing careful planning, rigorous construction, and development of test items, finally, a comprehensive evaluation. Thus, the utilization of the developed and validated English proficiency test for entrance and diagnostic examinations at Dingalan Community College is recommended.
- 2.The periodic review and revision of the test items should be done to refine and update the test questions. Thus, accurate procedures in ensuring test validity, particularly, difficulty and discrimination indices should be practiced.

3. The use of digital assessment tools can enhance the reliability of the test questions by ensuring consistency in scoring. Additionally, real-time data analysis given in digital assessment tools can be used to significantly enhance the validity of the test.

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