



The Swedish Scholastic Assessment Test (SweSAT)

Christina Stage
15 June 2010



The Past

Two important years
1977 and 1991



Requirements on the test

- The test should, as fairly as possible, rank the applicants with respect to expected success in higher education.
- The test should be in line with the goals and content of higher education, and be relevant for the entire sector of higher education.
- The test-takers should experience the test as meaningful and suitable for determining entry to higher education.



- It should not be possible to improve individual results by mechanical practice or by learning certain strategies.
- The requirement for comprehensive recruiting shall be taken into consideration, when constructing the test, so that nobody is treated unfairly due to e.g. sex, ethnicity or social group.



- It should be possible to mark the test quickly, cheaply, and objectively



The present

Sub test	Abbreviation	Items	Time min.
Data Sufficiency	DS	22	50
Diagrams, Tables and Maps	DTM	20	50
Swedish Reading Comprehension	READ	20	50
English Reading comprehension	ERC	20	35
Vocabulary	WORD	40	15
One of the above – pre testing			50
Total test		122	4h 10min



Test Content

- The content must be varied and cover different subject areas
- The items should cover different cognitive levels: recollection, understanding, deduction and evaluation

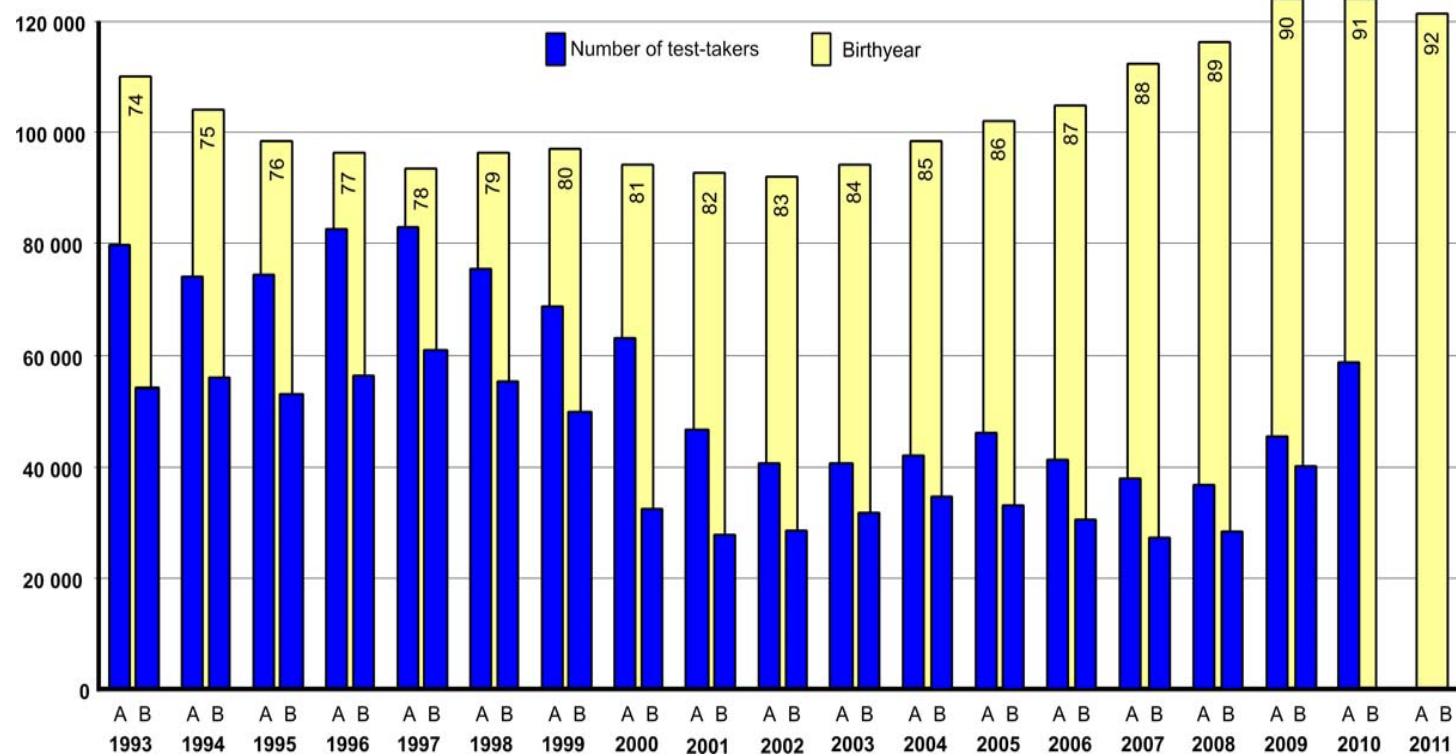


Changes in test, from the first version of the test up to present

Sub-test	1977-79	1980-91	1992-95	1996 -
WORD	30	30	30	40
DS	20	20	20	22
READ	30	24	24	20
DTM	20	20	20	20
STECH	20	20	-	-
GI	30	30	30	-
ERC	-	-	24	20
Totalt	150	144	148	122



The number of test takers since 1993





The International Advisory Board

- Michal Beller, Israel
- Jan-Eric Gustafsson, Sweden
- Ronald K. Hambleton, U.S.
- Widar Henriksson, Sweden
- Wim van der Linden, U.S./NL
- Christina Stage, Sweden
- Allan Svensson, Sweden



Evaluation

In 2002 the SweSAT was evaluated by three international assessors:

- John Fremer, U.S.
- David Lohman, U.S.
- Werner W. Wittman, Germany



One of the recommendations was:

"Separate scores for components of SweSAT. Predictive validities of SweSAT for particular courses of study are likely to be higher if separate scores were available for at least verbal reasoning and quantitative reasoning".



Problems with the present test

- READ – the text material is not used efficiently
- DTM – the figure material is not used efficiently
- DS– the items are too time consuming
- WORD – too much importance in a short time



The present test contains:

80 Verbal items:

40 WORD

20 READ

20 ERC

42 Quantitative items:

22 DS

20 DTM



Advice from the International Advisory Board

- Increase the total number of items in the test in order to get more efficient test
- Find/develop new quantitative items
- Find/develop a complement to the WORD subtest
- Make two distinct sections – one verbal and one quantitative



Assignment

- To improve the predictive validity of the test
- To make the test more efficient
- To increase the number of quantitative items
- To find a complement to the WORD sub-test



Restrictions

- The testing time should NOT be increased
- The number of quantitative items should be increased
- The test should continue to fulfil the general requirements



The future

- The test will contain two sections
- The test takers will get five booklets
- Each booklet will contain four different item types
- The test takers have to organize the testing time themselves



Summary

- There are in all three new item types; two quantitative and one verbal
- The READ sub test and the DTM sub test are modified in a way that is intended to provide more information in a shorter time



Quantitative section

Sub-test	Measuring	Number of items
XYZ (new)	Mathematical problem solving	24
QC (new)	Quantitative Comparison	20
DS	Data Sufficiency	12
DTM (modified)	Diagram, Tables and Maps	24



Verbal section

Sub test	Measuring	Number of items
WORD	Vocabulary	20
READ (modified)	Swedish Reading Comprehension	20
SEC (new)	Sentence Completion	20
ERC	English Reading Comprehension	20

