I. Planning a Test
   A. Identifying the Instructional Objectives (behaviorally-oriented, content-oriented, domain-extensive)
   B. Preparing the Test Specifications
   C. Types of Items (skills assessed, comprehensiveness, objectivity of scoring, fidelity, writing and reading, feedback, pedagogical implications, cheating, practical concerns)
   D. Reliability and Validity (content, criterion, construct, face)
   E. Selecting the Measure

II. Multiple-Choice Items
   A. Don’t Measure Trivia
   B. Write Items that Measure Higher Order Learning Outcomes
   C. Use Multiple but Credible Alternatives
   D. Control Difficulty through Judicious Choice of Content
   E. Don’t Use Trick Questions Deliberately
   F. Keep the Stem, Responses, and Structure Simple
   G. Match Item and Instructional Complexity
   H. Favor Questions over Completion Formats
   I. Use Negative, All of the Above, and None of the Above Items Sparingly
   J. Convert True-False Items
   K. Minimize Distractions
   L. Break any Rule you Want
   M. A Note on Test Banks

III. Essay Tests
   A. Types of Essay Tests
   B. Suggestions for Writing Essay Tests (higher order outcomes, objectives, clarify standards, require same questions, take-home or open-book, time)
   C. Scoring Essay Tests

IV. Test Analysis
   A. General Review
   B. Analysis of the Choice-Type Tests (descriptive stats, reliability, item-analysis, dropping items, criterion validity, power and data limitations)
   C. Analysis of Supply-Type Tests (rater reliability, item analysis)

V. Test Administration: Practical Suggestions
   A. Order of Items
   B. Preparing the Examination
   C. Preparing for Exam Day
   D. Instructions for Exams
   E. The Challenge for Assessment