

Testing: Strategies and Skills for Evaluating Learning Teaching Practicum

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