

HW 5.2: Developing Expertise in Item Writing

Building Assessment Skill



Learning Outcome	Pedagogical Intent	Student Position
<p>Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 6</p>	<p>Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.</p>	<p>Students have learned about designing traditional paper-pencil tests, alternative assessment and how to develop rubrics and scoring guides. They are now prepared to revise and complete a draft of their unit assessment plan.</p>

Instructions

1. Read about the principles governing technically adequate traditional test items in [Barton and Gibbons' Test Questions: A Self-Instructional Booklet](#).
2. As you read, complete the Questions portion of the booklet, which asks you to identify when and if a principle is being violated. Mark your responses in the spaces provided.
3. Check your answers using the answer key in the booklet
4. Examine the chart titled [Guidelines for Writing Traditional Tests and Test Items](#).
5. Based on your reading in the Barton and Gibbons booklet. and the Guideline chart just discussed, analyze the quality of the [Reform Movements Test sample provided](#).
6. Evaluate the instructions and test items for clarity, conciseness, and coherence. Write comments or suggestions directly on the test.



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