

HW 5.2: Developing Expertise in Item Writing

Building Assessment Skill



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 6	Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.	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.

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.



This content is provided to you freely by Equity Press.

Access it online or download it at https://equitypress.org/diverse_assessment/hw_54.