

Test Construction

Competency

Construct question and answer tests.

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will develop a question and answer test using one or more target competencies and performance standards for an existing course.

Review these directions and the attached scoring guide.

Review some of the question and answer testing materials that you are currently using. Select about 20 questions of at least three different question types to work with. Review the competencies or learning objectives that the questions relate to. Evaluate the validity of the question as an assessment tool and revise the question as necessary and repeat for the other questions.

Prepare a final document (a test), answer key and an attachment that describes how the questions tie to competencies or learning objectives, how you will handle sub-standard performance and a plan for sharing results with learners.

Show your Test Questions to a peer in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

Test Construction Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes. 3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better. 2: I've done the minimum and I know the basics are covered. 0: I've left something out or done something wrong.	+: I agree that you have met competence but feel that you have understated your performance for this criterion =: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion -: I agree that you have met competence but feel that you have overstated your performance for this criterion 0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Ratings		Peer Ratings	
	Yes	No	Yes	No
• test includes an attachment and a list of targeted learning outcomes [competency, core ability, program, or general education]	Yes	No	Yes	No
• test is valid, measuring the intended skills, knowledge, or attitudes described by the targeted learning outcomes	Yes	No	Yes	No
• test consists of at least ten items, including three different types of test items (e.g. essay, multiple choice, matching, short answer, true/false, etc.)	Yes	No	Yes	No
• test items are consistent with the levels of knowledge represented in the learning objectives and/or the target learning outcomes	4	3 2 0	+	= - 0
• test includes a scale and a checklist or key for grading	Yes	No	Yes	No
• test includes clear directions for the learner	4	3 2 0	+	= - 0
• attachment describes how you will handle sub-standard performance and use the test results to provide feedback to learners	4	3 2 0	+	= - 0
• test is compatible with your college's/program's grading policy	Yes	No	Yes	No
• test, attachment and completed scoring guide are turned in by the assigned due date	Yes	No	Yes	No