

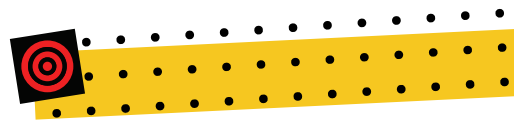
CETL supports improving teaching practice and learning outcomes through a number of activities.

CETL helps faculty members in the areas of

- **Course Design & Planning**
- **Effective Teaching Methods**
- **Classroom Management**
- **Assessment of Student Learning**
- **Integrating Tech. in Your Teaching**
- **Documenting Your Teaching**



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Teaching Excellence

Designing Tests With Better Consideration



▶ Designing Tests With Better Consideration

Testing is typically defined as evaluating students' learning outcomes. Instructors may evaluate students' content knowledge, motor skills, & others by prior, during, & after instruction. Furthermore, instructors may enable "testing" to be a way of promoting learning process. Here are some tips about how instructors make testing be a valid and reliable evaluation technique.

Test what you teach:

Think about what you have thought and/or guided your students for testing preparation. Look back onto your course syllabus, scrutinizing what you actually taught or missed. Brief note taking may be a good technique, as you teach each course session.

Consider handing out study guide one to two weeks before each test:

Based upon contemporary constructivism theory regarding learning process, college students have a tendency to process and re-construct the content knowledge, as they receive more information. When you prepare tests for mid-term or final term tests, it is known that giving study guide in advance may allow the students to re-construct what they have learned so far.

In addition, if substantial portion of your students are non-traditional students such as working students, military-retired students, and students who have to support their dependents, giving study guide in advance will enable them to buy more time to prepare the tests.

Consider speed factor in performance on tests:

When you prepare test materials, you may need to consider "speed factor" for quantitative and qualitative evaluations. When preparing, (a) consider how long each question would be answered for majority of your students, (b) determine whether you would expect that the test is ended within regular class length or beyond, (c) consider the test time extension, when you allow the students to review learning materials (Open Source Testing or Open Book Testing), and (d) when you make "take-home exam" for the students, it is recommended for you to tightly specify the return date & time; otherwise, it is highly likely that students might do cheating.

Work out your test content & structure from scratch:

This action allows you to have "testing a test by yourself", considering level of difficulty, scope of the test, and others. Then, you can revise the test reliably, based upon what you actually experience, assuming you are a student. For example, it is useful that a mathematics faculty takes an algebra exam in which students would take so that the faculty can effectively revise the test material and reliably guide students with what the faculty experiences.

Tests may create anxiety that generates interference during test performance and damage students' self-concepts. However, when utilizing valid and reliable test structure, testing itself may also motivate learning interest and retain content knowledge & other types of learning outcomes.

Sources

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