

Considerations for Reviewing Tests

Does the test overall	Yes, No, or Unclear	Notes	Suggestions for Improving the Test
<p>Meet general criteria for measuring what it is intended to measure?</p> <ul style="list-style-type: none"> • Reflects the breadth of intended content standards for grade • Reflects the depth of intended content standards for grade • Reflects the variety of intended item types for grade, including variation among items assessing the same content standard • Overall reflects what is intended by “proficient” performance in the content area • Appropriately represents both genders, various language groups, ethnic groups, and cultures 			
<p>Have an overall appearance that is clean and organized?</p> <ul style="list-style-type: none"> • Provides appropriate white space and layout avoids split items • Flows from item to item in a logical left-right, top-bottom pattern • Clearly shows test taker how to move from item to item • Clearly shows test taker when to stop • Generally progresses from less difficult to more difficult items • Balanced in use of items with and without pictures or graphs • Balanced in use of short and long text passages 			
<p>Have instructions that are necessary, clear, and understandable?</p> <ul style="list-style-type: none"> • Only essential directions are included on test pages • Reminders of essential direction are included where appropriate • Instructions are consistent and predictable throughout the test 			
<p>Use scoring criteria that are appropriate?</p> <ul style="list-style-type: none"> • Spelling and grammar criteria included only when they are clearly the focus of the test • Can be clarified so that scorers do not disadvantage English language learners for language issues that are not the focus of the test 			