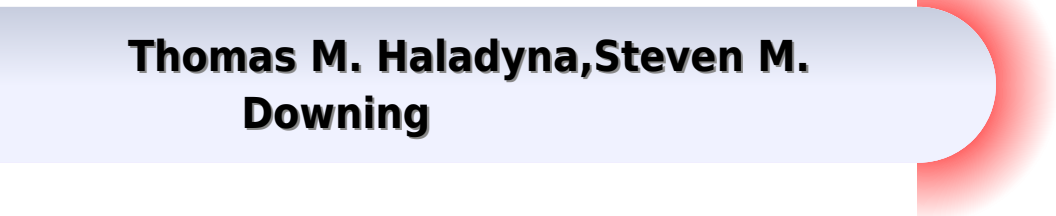


3. Writing test items – guidelines

- A. Define clearly
- B. Generate a pool of potential items
- C. Monitor reading level
- D. Use unitary items
- E. Avoid long items
- F. Break any response “set”

Guidelines For Writing Test Items

**Thomas M. Haladyna, Steven M.
Downing**



Guidelines For Writing Test Items:

The College Instructor's Guide to Writing Test Items Michael Rodriguez, Anthony Albano, 2017-05-25 The College Instructor's Guide to Writing Test Items Measuring Student Learning addresses the need for direct and clear guidance on item writing for assessing broad ranges of content in many fields By focusing on multiple choice response items this book provides college instructors the tools to understand develop and use assessment activities in classrooms in a way that consistently supports learning Including dozens of example items and additional resources to support the item development process this volume is unique in its practical focus and is essential reading for instructors and soon to be educators professional development specialists and higher education researchers As teaching assessment and learning are inherently intertwined The College Instructor's Guide to Writing Test Items both facilitates the development of instructors own practice and improves the learning outcomes and success of students Constructing Test Items Steven J. Osterlind, 2005-12-17 Constructing test items for standardized tests of achievement ability and aptitude is a task of enormous importance The interpretability of a test's scores flows directly from the quality of its items and exercises Concomitant with score interpretability is the notion that including only carefully crafted items on a test is the primary method by which the skilled test developer reduces unwanted error variance or errors of measurement and thereby increases a test score's reliability The aim of this entire book is to increase the test constructor's awareness of this source of measurement error and then to describe methods for identifying and minimizing it during item construction and later review Persons involved in assessment are keenly aware of the increased attention given to alternative formats for test items in recent years Yet in many writers zeal to be curriculum relevant or authentic or realistic the items are often developed seemingly without conscious thought to the interpretations that may be garnered from them This book argues that the format for such alternative items and exercises also requires rigor in their construction and even offers some solutions as one chapter is devoted to these alternative formats This book addresses major issues in constructing test items by focusing on four ideas First it describes the characteristics and functions of test items A second feature of this book is the presentation of editorial guidelines for writing test items in all of the commonly used item formats including constructed response formats and performance tests A third aspect of this book is the presentation of methods for determining the quality of test items Finally this book presents a compendium of important issues about test items including procedures for ordering items in a test ethical and legal concerns over using copyrighted test items item scoring schemes computer generated items and more **Developing and Validating Test Items** Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of

both types of items and of the validity theory underlying them This book is an outgrowth of the author's previous book *Developing and Validating Multiple Choice Test Items* 3e Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors Language Test Construction and Evaluation J. Charles Alderson, Caroline Clapham, Dianne Wall, 1995-05-26 This book describes the process of language test construction and reviews current practice *Developing and Validating Multiple-choice Test Items* Thomas M. Haladyna, 2004-04-21 This book is intended for anyone who is seriously interested in designing and validating multiple choice test items that measure understanding and the application of knowledge and skills to complex situations such as critical thinking and problem solving The most comprehensive and authoritative book in its field this edition has been extensively *Educational Testing and Measurement* Tom Kubiszyn, Gary D. Borich, 2016-01-11 Educational Testing and Measurement Classroom Application and Practice 11th Edition by Tom Kubiszyn and Gary D Borich serves as an up to date practical reader friendly resource that will help readers navigate today's seemingly ever changing and complex world of educational testing assessment and measurement The 11th edition presents a balanced perspective of educational testing and assessment informed by developments and the ever increasing research base Advances in Web Based Learning - ICWL 2008 Frederick Li, 2008-07-30 This book constitutes the refereed proceedings of the 7th International Conference on Web Based Learning ICWL 2008 held in Jinhua China in August 2008 The 52 revised full papers presented together with 1 invited paper were carefully reviewed and selected from 170 submissions The papers are organized in topical sections on adaptation of e learning technologies and policies learning resource management e learning experiences assessment and its supporting systems tools and experiences for learning C programming language game based learning frameworks and platforms for e learning multimedia technologies for learning on line discussion forum and community collaborative learning semantics and ontology interfaces for learning activity designs as well as mobile and network technologies for learning **Measurement in Nursing and Health Research** Carolyn Feher Waltz, 2005 Winner of an AJN Book of the Year Award Now in its third

edition this classic text on the how to's of measurement presents the basic principles and terminology along with practical information on how to design and implement measurement instruments in nursing and health care. The book is for nurses in a variety of roles including student educator, clinician, researcher, administrator, and consultant. An appendix of data sources and other measurement resources including internet sites completes the book.

A Practical Guide to Information Literacy Assessment for Academic Librarians Carolyn Radcliff, Mary L. Jensen, Joseph A. Salem, Jr., Kenneth J. Burhanna, Julie A. Gedeon, 2007-06-30. Information literacy assessment applies to a number of contexts in the higher education arena: institutional curricula, information literacy programs, information literacy courses, course integrated information literacy instruction, and stand alone information literacy workshops and online tutorials. This practical guide provides an overview of the assessment process, planning, selection, and development of tools, and analysis and reporting of data. An assessment decision chart helps readers match appropriate assessment tools and strategies with learning outcomes and instructional settings. Assessment tools organized by type are accompanied by case studies. Various information literacy standards are referenced with emphasis given to ACRL's Information Literacy Competency Standards for Higher Education.

Tips for Improving Testing and Grading John C. Ory, Katherine E. Ryan, 1993-08-10. The Ory Ryan volume offers practical advice for developing and using classroom examinations. The book encourages faculty to understand the potential benefits they can reap from appropriate and careful testing and grading practices and the role of testing in promoting quality teaching. It is very helpful and well structured for those faculty who rely on traditional forms of assessment. This book will help such faculty improve their test development and assessment skills as well as encouraging them to reflect on their own testing and grading practices.

Patricia H. Wheeler in *Evaluation Practice*. This book provides a thorough discussion of general testing and grading issues. The topics one would expect to be covered are all addressed in a thorough and step by step manner. I particularly like the activities accompanying each chapter. They are brief, doable, and inviting. It would be particularly helpful for new faculty, but experienced faculty might also benefit from the discussion of how to evaluate past exams and the pros and cons of various grading policies.

Shirley Ronkowski, Office of Instructional Consultation, University of California Santa Barbara. Do you enjoy teaching students about your field but loathe the testing and grading process? Do you find yourself using the same kinds of tests that you had as a student? Aimed at helping faculty develop more effective assessment strategies, Ory and Ryan's book provides practical suggestions for developing and using classroom exams. Through the use of detailed examples, check lists, exercises, and lucid explanations, this book will help you determine what content to include on an exam, assess difficulty level of items, write different kinds of test items (multiple choice, matching, true/false, essay, and short answer), prepare a professional looking exam, deal with cheating, score different test items, determine if various content areas were adequately taught, help students review for an exam, select a grading method, and develop your own grading strategy. If you want your exams and grades to be an accurate reflection of the material your students have

mastered then this book is the resource for you **Handbook of Test Development** Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups *Teaching in Nursing* Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award winning Teaching in Nursing A Guide for Faculty 5th Edition Recommended by the NLN for comprehensive CNE prep this insightful text is the only one of its kind to cover all three components of teaching instruction curriculum and evaluation As it walks through the day to day challenges of teaching readers will benefit from its expert guidance on key issues such as curriculum and test development diverse learning styles the redesign of healthcare systems and advancements in technology and information This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award along with updated information on technology empowered learning the flipped classroom interprofessional collaborative practice and much more Coverage of concept based curricula includes strategies on how to approach and implement concept based lessons Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction Evidence based teaching boxes cover issues such as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Updated research and references address forward thinking approaches to education and trends for the future Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based

practice Strong focus on practical content including extensive coverage of curriculum development equips future educators to handle the daily challenges and opportunities of teaching NEW Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers emphasizing clear communication and shared patient outcomes NEW Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards NEW Renamed unit on Technology Empowered Learning covers the use of technology for learning including non traditional course formats active learning flipped classrooms and more Action Research in Education Sara Efrat Efron, Ruth Ravid, 2019-11-18 Acclaimed as a text and professional development tool this user friendly resource has now been revised and updated and offers expanded coverage of collaborative action research CAR and participatory action research PAR Preservice and inservice educators get crucial step by step guidance for conducting classroom and school based studies to improve their instructional practices Organized to mirror the full cycle of action research the book provides balanced coverage of qualitative quantitative and mixed methods approaches Vivid vignettes and examples illustrate research approaches for a range of teaching and learning situations school subjects and age groups PreK 12 Readers learn how research approaches are driven by the research question as well as how to develop data collection strategies design and or evaluate assessment tools interpret analyze report and implement study results and design a new cycle of research that builds on the previous one New to This Edition In depth descriptions of CAR and PAR which enable groups of teachers to work together to solve problems in a classroom or school plus examples of both throughout the book Expanded or new discussions with examples of such topics as how research approaches and methods are driven by the research question how to assess different types of reliability and validity the differences between analysis and interpretation and how to use sequential cycles of research for continuous improvement and professional development Fully updated references and resources Pedagogical Features Both individual and group exercises and activities in every chapter New and updated checklists and guidelines that enable busy educators to self assess the progress and quality of their studies Sample templates to assist in development of research instruments Example boxes illustrating the components of an action research report Summary tables highlighting key aspects of different research strategies Chapter summaries now shorter for ease of use and suggestions for further reading **An Annotated Bibliography for Instructional Systems Development** Melissa Berkowitz, 1979 Technical Report, 1979 SAGE Handbook of Research on Classroom Assessment James H. McMillan, 2012-11-02 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom

assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

Testing in the Professions Susan Davis-Becker, Chad W. Buckendahl, 2017-03-16 Testing in the Professions focuses on current practices in credentialing testing as a guide for practitioners With a broad focus on the key components issues and concerns surrounding the test development and validation process this book brings together a wide range of research and theory from design and analysis of tests to security scoring and reporting Written by leading experts in the field of measurement and assessment each chapter includes authentic examples as to how various practices are implemented or current issues observed in credentialing programs The volume begins with an exploration of the various types of credentialing programs as well as key differences in the interpretation and evaluation of test scores The next set of chapters discusses key test development steps including test design content development analysis and evaluation The final set of chapters addresses specific topics that span the testing process including communication with stakeholders security program evaluation and legal principles As a response to the growing number of professions and professional designations that are tied to testing requirements Testing in the Professions is a comprehensive source for up to date measurement and credentialing practices The Open Access version of this book available at <http://www.taylorfrancis.com> has been made

available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license **Evaluation and Testing in Nursing Education** Marilyn H. Oermann, Kathleen B. Gaberson, 2009-05-18 Designated a Doody's Core Title and Essential Purchase Without question this book should be on every nurse educator's bookshelf or at least available through the library or nursing program office Certainly all graduate students studying to be nurse educators should have a copy Nursing Education Perspectives This third edition is an invaluable resource for theoretical and practical application of evaluation and testing of clinical nursing students Graduate students and veteran nurses preparing for their roles as nurse educators will want to add this book to their library Score 93.4 stars Doody's This 3rd edition has again given us philosophical theoretical and social ethical frameworks for understanding assessment and measurement as well as fundamental knowledge to develop evaluation tools for individual students and academic programs Nancy F. Langston PhD RN FAAN Dean and Professor Virginia Commonwealth University School of Nursing All teachers need to assess learning But often teachers are not well prepared to carry out the tasks related to evaluation and testing This third edition of Evaluation and Testing in Nursing Education serves as an authoritative resource for teachers in nursing education programs and health care agencies Graduate students preparing for their roles as nurse educators will also want to add this book to their collection As an inspiring award winning title this book presents a comprehensive list of all the tools required to measure students classroom and clinical

performance The newly revised edition sets forth expanded coverage on essential concepts of evaluation measurement and testing in nursing education quality standards of effective measurement instruments how to write all types of test items and establish clinical performance parameters and benchmarks and how to evaluate critical thinking in written assignments and clinical performance Special features The steps involved in test construction with guidelines on how to develop test length test difficulty item formats and scoring procedures Guidelines for assembling and administering a test including design rules and suggestions for reproducing the test Strategies for writing multiple choice and multiple response items How to develop test items that prepare students for licensure and certification examinations Like its popular predecessors this text offers a seamless blending of theoretical and practical insight on evaluation and testing in nursing education thus serving as an invaluable resource for both educators and students **On-line authoring aids for instructional design** ,1979

Teaching in Nursing E-Book Diane M. Billings, Judith A. Halstead, 2013-08-13 Teaching in Nursing 4th Edition is the only nursing text to address all three components of education teaching curriculum and evaluation Comprehensive guidelines help you meet the day to day challenges of teaching including curriculum development the diversity of student learning styles and developing and using classroom tests This edition has been updated with information on the latest trends in education including new information on the use of simulations to facilitate learning the latest on competency based and concept focused curricula developing learner centered courses and more Edited by expert nursing educators Diane M Billings and Judith A Halstead Teaching in Nursing is a past winner of the AJN Book of the Year award and is an excellent resource for nurses preparing to take the Certified Nurse Educator CNE Exam The only nursing resource to cover teaching curriculum and evaluation of students the three essential components of nursing education Contributing authors are nationally recognized scholars in their fields of expertise Models of teaching are used to demonstrate clinical teaching teaching in interdisciplinary setting how to evaluate students in the clinical setting and how to adapt teaching for community based practice Teaching strategies promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations Evidence based teaching boxes explain how to practice and apply evidence based teaching with implications for faculty development administration and the institution End of chapter summaries let you draw conclusions based on the chapter content Open ended application questions at the end of each chapter are ideal for faculty guided discussion and online education Up to date research looks ahead to the needs of the future

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