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Classroom Test Construction: The Power of a Table of Specifications

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Classroom tests provide teachers with essential information used to make decisions about instruction and student grades. A table of specification (TOS) can be used to help teachers frame the decision making process of test construction and improve the validity of teachers' evaluations based on tests constructed for classroom use. In this article we explain the purpose of a TOS and how to use it to help construct classroom tests.

"But we only talked about Grover Cleveland for – like 2 seconds last week. Why would she put that on the exam?"

"You know how teachers are... they're always trying to trick you."

"Yeah, they find the most nit-picky little details to put on their tests and don't even care if the information is important."

"It's just not fair. I studied everything we discussed in class about the Gilded Age and the things she made a big deal about, like comparing the industrialized north to the agriculture in the south. I really thought I understood what was going on – how the U.S. economy and way of life changed with industry, railroads, and unions. And to think all she asked was 'What was the South's economic base?' Oh and 'What were Grover Cleveland's terms as president?' Really? Grrr."

As a student have you ever felt that the test you studied for was completely or partially unrelated to the class activities you experienced? As a teacher have you ever heard these complaints from students? This is not an uncommon experience in most classrooms. Frequently there is both a real and perceived mismatch between the content examined in class and the material assessed on an end of chapter/unit test. This lack of coherence leads to a test that fails to provide evidence from which teachers can make valid judgments about students' progress (Brookhart, 1999). One strategy teachers can use to mitigate this problem is to develop a Table of Specifications (TOS).

What is a Table of Specifications?

A TOS, sometimes called a test blueprint, is a table that helps teachers align objectives, instruction, and assessment (e.g., Notar, Zuelke, Wilson, & Yunker, 2004). This strategy can be used for a variety of assessment methods but is most commonly associated with constructing traditional summative tests. When constructing a test, teachers need to be concerned that the test measures an adequate sampling of the class content at the cognitive level that the material was taught. The TOS can help teachers map the amount of class time spent on each objective with the cognitive level at which each objective was taught thereby helping teachers to identify the types of items they need to include on their tests. There are many approaches to developing and using a TOS advocated by measurement experts (e.g., Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001; Gronlund, 2006; Reynolds, Livingston, & Wilson, 2006).

In this article, we describe one approach to using a TOS developed for practical classroom application. Our approach to the TOS is intended to help classroom teachers develop summative assessments that are well aligned to the subject matter studied and the cognitive processes used during instruction. However, for this strategy to be helpful in your teaching practice, you need to make it your own and

Classroom Test Construction The Power Of A Evaluation

**K.P. Yadav, Malti Sundram, Malti
Sundram**



Classroom Test Construction The Power Of A Evaluation:

Enhancing Assessment in Higher Education Tammie Cumming, M. David Miller, 2023-07-03 Assessment and accountability are now inescapable features of the landscape of higher education and ensuring that these assessments are psychometrically sound has become a high priority for accrediting agencies and therefore also for higher education institutions Bringing together the higher education assessment literature with the psychometric literature this book focuses on how to practice sound assessment This volume provides comprehensive and detailed descriptions of tools for and approaches to assessing student learning outcomes in higher education The book is guided by the core purpose of assessment which is to enable faculty administrators and student affairs professionals with the information they need to increase student learning by making changes in policies curricula and other programs The book is divided into three sections overview assessment in higher education and case studies The central section looks at direct and indirect measures of student learning and how to assure the validity reliability and fairness of both types The first six chapters the first two sections alternate chapters written by experts in assessment in higher education and experts in psychometrics The remaining three chapters are applications of assessment practices in three higher education institutions Finally the book includes a glossary of key terms in the field A Co Publication with AAC U and AIR

Classroom-based Assessment in L2 Contexts Dina Tsagari, 2016-06-22 This edited volume addresses issues that promote the notion of Classroom based Language Assessment CBLA for the academic community and beyond The book explores recent thinking and research on CBLA within the fields of language testing assessment and general education based on theoretical and research papers presented at the recent CBLA SIG EALTA Symposia held in Cyprus and the pre conference EALTA workshops in various countries around Europe The volume contains 17 chapters which involve both high stakes tests and classroom based assessments conducted by academics professionals and researchers in the field It brings together high quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention Overall this edited collection with its international scope offers a ground breaking resource bringing together in balanced relationship the fields of education and second language testing and assessment

EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2024-12-12 EdPsych Modules by Cheryl Cisero Durwin and Marla Reese Weber uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The text features succinct stand alone modules organized into themed units offering the flexibility to tailor content to the specific needs of a course Each unit opens with case studies written for early childhood elementary middle and secondary classrooms showing students the dynamics influencing the future students they plan to teach All 25 modules highlight diversity emphasizing how psychological factors adapt and change based on external influences such as sex gender race language disability status and socioeconomic background The Fifth Edition includes over seven hundred new references across all 25 modules with thorough coverage of

the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities Evaluation and Testing in Nursing Education, Fifth Edition Marilyn H. Oermann, Kathleen B. Gaberson, 2016-11-07 Considered the gold standard for evaluation and testing in nursing education this fifth edition of the classic text helps educators to assess the level of learning achieved in the classroom in clinical settings and online with expanded coverage of essential concepts in assessment evaluation and testing in a wider variety of learning environments It presents new content on evaluation in online programs and testing and features a new chapter on using simulation for assessment and high stakes evaluations Also included is updated information on clinical evaluation and program evaluation along with current research featuring new examples and tools The fifth edition expands content on standardized tests including how to write test items for licensure and certification exam prep and provides new information on developing rubrics for assessing written assignments The fifth edition is distinguished from other texts by its focus on developing a framework that integrates all types of evaluation in a nursing program It addresses how to develop a test blueprint and assemble administer write and analyze tests It provides rubrics for scoring tests and written assignments along with examples Its guidelines for preventing cheating and conducting productive post test discussions are especially helpful to educators Additionally the book explores important social ethical and legal issues associated with testing and evaluation It meets National League for Nursing's Certification Competency 3 Use Assessment and Evaluation Strategies NEW TO THE FIFTH EDITION Expanded coverage of essential concepts in assessment evaluation and testing in classroom and clinical education A new chapter on using simulation for assessment and high stakes evaluation New information on evaluation in online courses programs and testing Expanded content on clinical evaluation and program evaluation Current research and new examples and tools How to write test items that prepare students for licensure and certification exams Expanded coverage on developing rubrics for assessing written assignments KEY FEATURES Describes how to develop a test blueprint and assemble administer write and analyze tests Provides sample grading rubrics Demonstrates strategies for evaluating higher levels of learning Explains how to evaluate written assignments with sample scoring rubrics Includes an Instructor's Manual with sample syllabus PowerPoint slides and an online course with 17 modules each with student learning activities discussion questions and online resources 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

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