



# Learning-Focused Test Guide

Developed from Palmer, LaFleur, & Gravett (2016) and inspired by the Q3 Framework from Walther, Sochacka, & Kellam (2013). January 2018

Clemson University's Office of Teaching Effectiveness and Innovation advocates for evidence-based teaching as the platform for learning effectiveness. The categories below are organized around the TILT: Transparency in Learning and Teaching research project (<https://tilthighered.com/>). This guide is uniquely designed to help faculty focus on their tests and examine how tests are introduced to students, how students are supported in their work, and how the work is assessed. Contact [otei@clemson.edu](mailto:otei@clemson.edu) or visit the office at the Watt Family Innovation Center room 201 for further assistance.

<p><i><b>Purpose</b></i></p> <p>The test clearly aligns with what knowledge or skills students should demonstrate.</p>	<p><b><i>How is the test relevant within the context of the class?</i></b></p> <ul style="list-style-type: none"><li>➤ How will my students recognize the relevance of the test within the context of the class?</li><li>➤ How is the scope of the test practically useful to my students outside of this class, in their daily lives or in other ways?</li></ul> <p><b><i>Does my test construction align with the intended learning outcomes for students?</i></b></p> <ul style="list-style-type: none"><li>➤ Does the scope of the test address the learning objectives and outcomes of the units tested (through a Test Blueprint or other method)?</li><li>➤ Is the test aligned with the course outcomes?</li><li>➤ Are test questions appropriate for the course level, class size, and positioning within the course?</li><li>➤ Does the test address the entirety of learning that was requested of the students at this time?<ul style="list-style-type: none"><li>➤ Does the test clearly define what is being tested within the scope of the course?</li></ul></li></ul>	<p><i>Notes:</i></p>
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# Task(s)

A test clearly indicates what learning the students will be asked to demonstrate, at what level, and in what format(s).

Preparation for the test is equally as important; this includes the instructor explicitly indicating key tasks prior to the test, such as advice for study and other relevant guidance.

**How well aligned are all of the assigned and / or suggested tasks for test preparation or test taking?** Will my students comprehend the alignment of the task(s) with the purpose?

- Does my test blueprint show distribution of questions equally among learning goals?
- Are key tasks to preparing for and taking a test already understood by all students?

**How logical is the flow of the course prior to the test and how logical is the flow of the test itself?**

- Will my students understand and follow the flow of the test preparation and test-taking tasks?

**How clear are the test preparation tips and other instructions?**

- How clear are the instructions and suggestions for test prep?
- What study support materials can students access?
- How are students motivated to analyze and adjust their own study habits?

**How clear are the test instructions?**

- How clear are the instructions for the test questions?
- How clear is the grading and weight of the test questions?
- Will my students clearly know when the test is being delivered and how much time to spend prior to the test in test preparation?

Notes

# *Criteria/ Assessment*

Describes types of test questions and allows students to self-evaluate how they answer questions prior to testing itself.

Criteria may or may not be “grading” sheets. Criteria is communication of how the test will be graded but will indicate degrees of quality in a successfully completed test.

***Have I indicated the criteria by which I will assess the assignment?***

- Can my students easily access these criteria (through a rubric?)

***Are the criteria presented in clear ways?***

- How well does my criteria align with the purpose and tasks above?
- How can I best align the criteria with evaluation of the course learning outcomes?
- How well have I communicated the breakdown of the criteria with my students so they know what will be high quality versus poor quality work?
- Have I shown or provided examples of completed test questions that fulfill all the criteria and explained how students can produce high quality test answers?

<p><b><i>Inclusive, Learner- Focused Qualities</i></b></p> <p>The test is not only created with diverse learners in mind but also accessible to all as a document in and of itself.</p>	<p><b><i>How welcoming and positive are test preparation materials to my students?</i></b></p> <ul style="list-style-type: none"> <li>➤ Can my students approach this test confidently?</li> <li>➤ In what ways is my test prep and the test itself respectful of the diversity of my students?</li> <li>➤ Will my students feel engaged with the test preparation process?</li> </ul> <p><b><i>How does my test prep materials and the test itself align with current guidance for accessible design?</i></b></p> <ul style="list-style-type: none"> <li>➤ How well organized is the test in terms of clear instructions, logical flow and other elements?</li> <li>➤ Can all of my students access and navigate all test materials easily, regardless of means of access, visual or auditory?</li> <li>➤ What have I done to make test preparation, including study groups, accessible to students with a variety of learning preferences?</li> </ul> <p>Do students have one alternative method for presenting their learning within the construction of the test?</p>	<p>Notes</p>
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Selected References

American Psychological Association. “Rights and Responsibilities of Test Takers: Guidelines and Expectations.” Accessed: 2/4/2019. <https://www.apa.org/science/programs/testing/rights.aspx>.

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Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*, 2<sup>nd</sup> Edition. Jossey-Bass.