

ALTERNATIVE EDUCATION

Module 9 Session 5 Student Group Activity 3

Objective 4.5.3: Students will identify important testing standards.

Directions: For this activity you will need to work someone who tests students in school. On the right side of the table are the testing standards. On the left side, rate how well your school adheres to the standards. A score of a “5” means the school does exceptionally well. A score of a “0” means the schools does very poorly in that area. Finally, discuss 3 actions that can be taken to improve on the standards in the school.

TEST USERS SHOULD						
A-1. Define the purpose for testing, the content to be tested, and the intended population. Select and use the most appropriate test based on a thorough review of available information.	0	1	2	3	4	5
A-2. Review and select tests based on the relationship of test content, skills and coverage to the intended purpose of testing.	0	1	2	3	4	5
A-3. Review materials provided by test developers and use tests for which clear, accurate, and complete information is provided.	0	1	2	3	4	5
A-4. Ensure that persons with appropriate knowledge, skills, and training select and administer tests.	0	1	2	3	4	5
A-5. Evaluate evidence of the technical quality of the test provided by the test developer and any independent reviewers.	0	1	2	3	4	5
A-6. Evaluate representative samples of test questions or practice tests, directions, answer sheets, manuals, and score reports before selecting a test.	0	1	2	3	4	5
A-7. Evaluate procedures used by test developers to avoid potentially offensive content or language.	0	1	2	3	4	5
A-8. Select tests with appropriately modified forms or administration procedures, or other procedures, for test takers with disabilities.	0	1	2	3	4	5

A-9. Evaluate the available evidence on the performance of test takers of diverse subgroups. Determine the extent to which performance differences may have been caused by irrelevant factors.	0	1	2	3	4	5
B-1. Establish appropriate procedures for the preparation and administration of tests. Provide an appropriate testing environment.	0	1	2	3	4	5
B-2. Provide and document reasonable accommodations for test takers with disabilities or those from diverse linguistic backgrounds. Some accommodations may be required by law or regulation.	0	1	2	3	4	5
B-3. Provide test takers with an opportunity to become familiar with test question formats and any materials or equipment to be used during testing.	0	1	2	3	4	5
B-4. Protect the security of test materials, including respecting copyrights, and minimizing opportunities for test takers to obtain scores by fraudulent means.	0	1	2	3	4	5
B-5. Assure and monitor the accuracy of the scoring process, including providing scorers with adequate training. Correct any errors that effect the interpretation of the scores and communicate the corrected results as soon as possible.	0	1	2	3	4	5
B-6. Develop and implement procedures for assuring the confidentiality of scores.	0	1	2	3	4	5
C-1. Interpret the meaning of the test results taking into account the nature of the content, norms or comparison groups, limitations of the results, benefits of the test results, and other technical evidence.	0	1	2	3	4	5
C-2. Carefully interpret test results from modified tests or test administration procedures in light of the modifications that were made.	0	1	2	3	4	5
C-3. Avoid using tests for purposes other than those recommended by the test developer unless there is evidence to support the intended use or interpretation.	0	1	2	3	4	5

C-4. Review the procedures for setting performance standards or passing scores and evaluate the appropriateness of the classifications. Avoid using stigmatizing labels when establishing classifications.	0	1	2	3	4	5
C-5. Avoid using a single test score as the sole determinant of decisions about test-takers. Interpret test scores in conjunction with other information about individuals.	0	1	2	3	4	5
C-6. State the intended interpretation and use of test results for groups of test takers. Avoid grouping test results for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use. Report procedures that were followed for including/excluding test-takers and describe factors that might influence the interpretation of results.	0	1	2	3	4	5
C-7. Communicate test results in a timely fashion and in a manner that is easily understood.	0	1	2	3	4	5
C-8. Develop and implement procedures for monitoring test use, including consistency with the intended purposes of the test. Such procedures should include processes for modifying test use, standards, and or cutoff scores, as necessary.	0	1	2	3	4	5
D-1. Inform test takers about the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies. Strive to make such information available to all test takers.	0	1	2	3	4	5
D-2. When a test is optional, provide test takers or their parents/guardians with information to help them judge whether a test should be taken—including indications of any consequences that may result from not taking the test--and whether there is an available alternative to the test.	0	1	2	3	4	5
D-3. Provide test takers or their parents/guardians with information about rights test takers may have to obtain copies of tests and completed answer sheets, retake tests, have tests rescored, or cancel scores.	0	1	2	3	4	5

D-4. Inform test takers or their parents/guardians how long scores will be kept on file and indicate to whom, under what circumstances, and in what manner test scores and related information will or will not be released. Protect test scores from unauthorized release and access.	0	1	2	3	4	5
D-5. Describe procedures for investigating and resolving circumstances that might result in canceling or withholding scores, such as failure to adhere to testing procedures.	0	1	2	3	4	5
D-6. Describe procedures that test takers, parents/guardians, and other interested parties may use to obtain more information about the test, register complaints, and have problems resolved.	0	1	2	3	4	5

Three actions that can be taken to improve on the testing standards in your school.

1.

2.

3.