

Test-Preparation Practices: Critique

Directions: Read each test-preparation practice in this chart and decide whether it is appropriate or inappropriate. Consider whether it violates the ethical norms of the education profession and whether it is educationally defensible (they do not result in increased students' scores without simultaneously resulting in increased students' mastery of tested content).

Test-Preparation Practice	Is this appropriate or inappropriate?
Preparing instructional materials that are based on a general familiarity with what will be assessed, but without mirroring the specific content or skills assessed on the test	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Teaching test-taking strategies, such as: <ul style="list-style-type: none"> • Surveying the test and budgeting the time according to the time allotted, the point values of items and sections, and the difficulty level • Highlighting or underlining critical parts of test items and directions • Making calculated guesses on certain forms of test items 	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate <input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate <input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Preparing instruction according to the objectives that an outside organization has identified as to be assessed by a particular test	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Designing instructional materials that specifically target the objectives that a particular assessment addresses	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Preparing practice materials that duplicate the format the actual assessment employs	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Employing a parallel form of the assessment for test-preparation practice	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?
Employing the test to practice for a subsequent administration of the test	<input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate Why?

Source: Adapted from Popham, W. J. (2014). Classroom assessment: What teachers need to know (7th ed.). Boston: Pearson; Salend, S. J. (2012). Teaching students not to sweat the test. Phi Delta Kappan, 93(6), 20–25; Tanner, D. E. (2001). Assessing academic achievement. Boston: Allyn & Bacon.