

## Practices for Traditional Test Formats

Consideration	Additional Information
1. Assessment is typed.	This is most often the practice, but sometimes when pressed for time, we might decide to handwrite an assessment. This can make it more difficult for some students to read, thereby making it less possible to answer the question correctly.
2. Assessment has clearly written directions for all sections.	In order for students to be certain of expectations, directions are needed. Consider also going through the directions orally with students. If expectations are clear, students have a better chance at success.
3. Assessment contains a variety of types of questions and no more than ten of any one type.	We want students to experience success. We don't want the style of questions to confuse students. Giving multiple formats will provide students the opportunity to demonstrate their knowledge with less chance that the question type will impede their progress.
4. Length of the test is geared to fit within a single class period and takes no more than about two to four minutes multiplied by the students' age.	The goal of the assessment is to get the best student performance possible. We don't want fatigue to play a role in results. Assessing more frequently or spacing the assessment out over a few days can also help control the fatigue factor. (Example: 8-year-olds times 2–4 minutes = 16–32 minutes)
5. Assessment provides ample space for student responses.	When answer space is present, students can rely on the questions in front of them without being required to transfer questions or problems to a new document. They can concentrate on what is being asked without the distraction of answering elsewhere. When the test is returned to them, they will also have access to the original questions and not only their response.
6. Questions are arranged from simple to complex.	This practice can help build confidence in students. It can also help scaffold understanding. From a data perspective, it will allow responses to be analyzed to determine whether or not students had the basics that were needed to apply to more complex questions.
7. Questions are written at a reading level appropriate to the students.	When questions contain vocabulary or phrasing that students don't understand, it will impact their ability to respond accurately. Questions needn't be simplified, but reading level doesn't hinder performance.
8. Assessment includes choices. (Optional)	If used, construct choices to evaluate the same knowledge and skills. The application might vary, but the result should provide evidence of the students' level of understanding on the skill or topic. For example, if the goal is to have students identify the theme of a story, the following options could apply. <ul style="list-style-type: none"> <li>• Option one: Explain the theme of the story and provide evidence and justification for your opinion.</li> <li>• Option two: Create an illustration of the theme providing evidence and detail from the story. Explain how your drawing is representative of the theme.</li> </ul>