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Classroom Test Construction: The Power of a Table of Specifications

Helenoge Fives & Nicole DiDonato-Barnes
Montclair State University

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 weeks 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

Nisha Clement



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Classroom Test Construction Jon Clark Marshall, Loyde Wesley Hales, 1971 *Classroom Testing* Charles D. Hopkins, Richard L. Antes, 1989 **Computer-assisted Test Construction** Gerald Lippey, Frank B. Baker, 1974
Improving the Classroom Test University of the State of New York. Bureau of Examinations and Testing, 1956
Improving the Classroom Test University of the State of New York. Bureau of Test Development, 1964 Test Better, Teach Better W. James Popham, 2003 Ideas and strategies for mining assessment data to determine what kind of instruction would likely improve student achievement *Improving the Classroom Test* University of the State of New York. Bureau of Elementary and Secondary Educational Testing, 1967 **Language Test Construction and Evaluation** J. Charles Alderson, Caroline Clapham, Dianne Wall, 1995-05-26 This book describes the process of language test construction and reviews current practice **Constructing and Using Achievement Tests** United States. Bureau of Naval Personnel, 1952
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multidimensional uncertain and socially embedded environments in which these future educators will teach The inaugural volume *Teaching on Assessment* is centered on the role of assessment in teaching and learning Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers Written for practitioners the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice This volume is important not only because of the dwindling presence of assessment related instructional content in teacher preparation programs but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K 12 classrooms Praise for *Teaching on Assessment* This thought provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation engagement and learning In the volume editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions understand assessment within the context of learning and motivation theory and draw on assessment in ways which can meet the needs of diverse learners Written in a highly accessible language and style each chapter contains clear takeaway messages designed for educational psychologists teacher educators teachers and pre service teachers This book is essential reading for anyone involved in teaching or developing our future teaching professionals Lois R Harris Australian Catholic University This impressive book provides a wealth of contemporary and engaging resources ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision making as an essential component of instruction Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers decision making about classroom assessments that promote all students learning and motivation It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self regulation intrinsic motivation and other psychological constructs that assessment needs to consider The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications Notably the volume includes very important topics rarely emphasized in other assessment texts including assessment literacy frameworks diversity equity assessment strategies for students with special needs and data driven decision making The book will be an excellent supplement for educational psychology classes or for assessment courses introducing students to current thinking about how to effectively integrate assessment with instruction James McMillan Virginia Commonwealth University

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innovation for a more inclusive education whether it being educating students or teachers is crucial in the development of new and improved education systems worldwide To this end Frontiers in Education is organizing a series of Research Topics to highlight the latest advancements in the field This editorial initiative led by Dr Gavin Brown Specialty Chief Editor of the Assessment Testing and Applied Measurement section is focused on new insights novel developments current challenges recent advances and future perspectives in the field of assessment in education

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Decoding **Classroom Test Construction**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Classroom Test Construction**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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