Checklist for Effective Tests

The Test Development
- ❏ Do the test items match the course objectives?
- ❏ Do the test items relate to what was actually taught?
- ❏ Do the test items measure important concepts rather than trivia?
- ❏ Do the test items measure more complex behavior, such as understanding of basic principles or ability to make practical applications, rather than simply measuring recall?
- ❏ Are the test items free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, and unintentional clues to the correct answers?

Test Preparation and Administration
- ❏ Do the test directions specify how the items will be scored and how the students should record answers?
- ❏ Are items presented in the same format grouped together?
- ❏ Are the items and pages numbered consecutively?
- ❏ Have I provided sufficient time for students to complete the test?
- ❏ Have I made provisions to reduce cheating?

Test Evaluation
- ❏ Was the test long enough to provide a valid, reliable estimate of the students' achievement?
- ❏ Are there means for grading students other than on the basis of this exam?
- ❏ If the purpose of the test was to rank students (rather than to assess mastery) did I reject items which nearly every student either missed or got correct?
- ❏ If the test were given again, can I feel confident the results would be consistent with current test scores?
- ❏ Have I considered student input regarding ambiguity and problems with specific test items?

Test Grading and Scoring
- ❏ Are the items spaced so they can be read, answered, and scored efficiently?
- ❏ Is each answer space clearly associated with its corresponding item?
- ❏ Have I established a grading key for all items, even essay questions?
- ❏ Have I made provisions to maintain student anonymity and to prevent grader bias?
- ❏ Have I checked for accuracy by providing two scorings or by re-scoring sample papers?