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In the brief time that I worked as a history teacher, I decided to create my own tests instead of using the publisher's test. Foremost, on my mind was the validity and reliability of the tests I was giving to my students. I wanted to ensure each student would have an equal chance of doing well on the test. Some of the other teachers said it was not worth the time and effort I put into creating the tests. However, I wanted tests that included higher order thinking skills, instead of rote memorization.

When making a test and trying to ensure that it is valid, I have three main checkpoints. First, I make sure I keep a copy of the objectives of the material that I will be testing. This helps me to make sure the questions are on target. After I have created the test, I ask others to review the test for validity. One of my favorite methods was to ask the youth at church that had already completed the class about their views. I also asked my colleagues for their important on tests such as midterms and finals. Finally, I look over the test and make sure it is appropriate for the objectives. If I spent 60% of my instructional time on a subject, that should be reflected on the test.

In order to sure a test is reliable; I make sure I am testing what I want to test. If I want to test the students' ability to write persuasive historical arguments, then I need to give them chances to write essays. If memorization of facts is the main objective, then multiple choice or short answer test questions will suffice. I need to make sure all students in my classroom can understand any examples I use. I need to remember cultural and gender differences when writing test questions.

Taking the time to make sure tests are reliable and valid, can become an arduous process. I think that quality assessment should be the goal of every teacher. When creating tests, I want to make sure I am making an effective use of instructional time. If I feel a test is valid and reliable, then I am able to feel confident in using the results. I look at the reason for the test, and I keep that in mind when making the test. The guidelines I have listed are for normal end of chapter or unit tests. I would create/modify my guidelines for pre-tests or post-tests.