Creating a Test Planning Sheet

Format: Group

Time Frame: 30 minutes

Description
This activity provides students with an opportunity to develop student evaluation instruments that determine whether the student has achieved the learning objectives and evaluate relevant performance in an objective, reliable, and verifiable manner.

Materials
- Student Supplement: Test Planning Sheet Template (Blank)
- Student Supplement: Test Planning Sheet (Sample)
- Job performance requirement (JPR) assigned by instructor or provided by student
- Computer or another device with spreadsheet software

Instructions
1. Use the sample test planning sheet as a model to create an original test planning sheet based on a JPR.
2. Fill in the following columns:
   - Enabling learning objectives
   - Training level
   - Number of test items at each level
     - Knowledge (Level 1), Comprehension (Level 2), Application (Level 3)
3. Answer the questions below:
   - Where do the enabling objectives for the test come from?
   - To what level can I test in each enabling objective?
   - How do I know I have a comprehensive test planning sheet?
   - Is a test planning sheet used for formative tests only?
   - Why can I not ask a question higher than the level of lesson delivery on the test?
   - How many items do I need when testing on Level 3?

Instructor Notes
Delete the answer key before distributing this activity to students.

Answer Key

1. Enabling learning objectives for the test come from course content.

2. Test the enabling learning objectives at the same level to which they are taught.

3. A comprehensive test planning sheet includes test items for all enabling learning objectives for the JPR being evaluated.

4. Test planning sheets can be used to create both formative and summative tests.

5. Lesson delivery includes guided, and sometimes also independent, practice to target the level of knowledge required to perform the JPR. If students haven't had practice with the JPR at the level being tested they will likely get that item wrong.

6. When testing a concept that students are to know at the Application level (Level 3), create at least one question that requires application, as well as one or more Level 1 and Level 2 questions.