**Pre and Post Test Assignment**

Teacher Standards:

1. Increase understanding of strategies and skills for effectively assessing content-specific student understanding
2. Understands characteristics, uses, advantages, and limitations of different types of assessments
3. Understands measurement theory and evaluation of assessments for validity, reliability, and bias
4. Understands circular process in planning instruction, assessment, and curriculum--adapts instruction and curriculum given student assessment results

Procedure:

1. Choose an upcoming topic, unit, or project and plan to give middle school or high school students a brief pre-test on concepts or skills to be taught before concepts or skills are taught. The pretest should not be a review of concepts or skills.
2. Align pre and post test with 5-12 student standards
3. Administer pretest.
4. Teach topic, unit, or project.
5. Administer post test which should be exactly what the pretest was.
6. Analyze and collate student results from pre and post tests for ONE class of students. Look for patterns.
7. Determine if few, most, or all students showed improvement from pre to post test.
8. Determine % of students who met student standards taught.
9. Determine which students would need additional instruction or which concepts and skills need to be reviewed, re-taught, or assessed in a different way.
10. Critique pre/post test for validity, reliability, bias.
11. Determine what needs to happen next or what should be done the next time this pre/post assessment is used.
12. Write a one-page, single-spaced analysis of findings, given #5-9 above.

Rubric for Pre and Post Test Assignment:

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| Score of 1 or Incomplete | Score of 2 or Descriptive and Limited | Score of 3 or Plausible and Insightful | Score of 4 or In-depth and Sophisticated |
| No alignment with 5-12 student objectives | Implicit alignment with student objectives | Evidence of alignment with student objectives | Explicit explanation of student objectives met or not met |
|  | Addresses patterns and differences between pre and post results | Addresses strengths and weaknesses in student learning | Addresses patterns in individual results and for students with special needs or cultural differences |
|  | Addresses validity of pre and post test results | Addresses validity of the pre-post test | Addresses adjustments to be made in the pre-post assessments |
|  |  | Addresses ways to adjust test, instruction, or curriculum for poor performers | Addresses new strategies for improving student learning for individuals, subgroups, or whole class |