INSTRUCTION

Guidelines for Preparation of Examinations

1. Introduction

These guidelines are for written examinations as outlined in Regulation 661 -1.

2. General Guidelines for Exams

a. The examination shall evaluate student mastery of the standards upon which instruction was based.

b. The teachers shall use varied assessment methods such as: selected response (multiple choice, true/false, matching, fill-in-the-blank), written response (short answer items or extended written response items), performance assessment (performance task or criteria), and personal communication (questioning, interview or conference, oral examination, journals, or logs). These varied methods will ensure students have the opportunity (as appropriate) to use each of the following skills: reading, writing, listening, and speaking.

c. The examination shall provide the opportunity for students to respond at the various cognitive levels as follows: knowledge, comprehension, application, analysis, evaluation, and creation.

3. Writing Directions

a. Write directions for the student that are explicit, clear, and explain the task.

b. The exam directions shall include the success criteria for earning the maximum score for the assessed item(s). This is especially important for written response, performance, and personal communication (oral) items.
4. Producing the Test Materials
   
a. Tests should be prepared in clear type and in a font size large enough for all students to easily read.

b. Check and proofread the test carefully to avoid any spelling or grammar errors.

c. When students are to put answers on the test paper, provide adequate space for the student’s response. The spaces provided shall be with the question(s).

d. Graphics (graphs, maps, or charts) should be crisp, clear, and provided in greyscale when color is not available and information needs to be conveyed using color or shading.

e. Be sure that the testing materials are clear and readable when they are reproduced.

5. Formatting the Test
   
a. Number each question.

b. Arrange test items so that students don’t have to flip from page to page.

c. Whenever possible, use letters for answer options, not numbers that may be confused with question content.

6. Guidelines for Review and Approval of Examinations
   
a. At least ten working days prior to the administration of the examination, the teacher shall submit the examination to the appropriate administrators for review and approval.
b. The administrator shall review the examination, using the guidelines contained herein for evaluation. Suggestions for changes or indication of approval shall be communicated to the teacher at least five working days prior to the administration of the examination.

c. If suggestions for changes are made, the teacher and the administrator shall remain in constant communication until such time as the administrator concurs with the changes and approves the examination.

The school Principal and the appropriate Level Associate Superintendent are responsible for implementing and monitoring this regulation.

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for reviewing this regulation in 2017.