

Just before the module / Just after the module

STEPS IN PREPARING A PRE/POST-TEST

1. Determine which material/knowledge/abilities students should have prior to beginning the module.

Write questions or determine exercises to measure whether students have these necessary background capabilities.

This section of the test is not actually part of the pre/post test. If you determine that a majority of students do not have the necessary capabilities, the module may have to be modified to include them. If this is the case, the questions become part of the pre/post test.

2. The first step in writing the pre/post test is to identify the various component parts of the modules – in essence the various topics within the module.
3. Next determine the relative importance of the various topics you have identified. This will guide how many questions will deal with each topic.
4. Within each topic identify the important knowledge to be gained, skills to be developed. This will provide a guide for specific questions.
5. As you are identifying the knowledge and skills within topic, decide whether you are concerned with students dealing with the material at the Knowledge and Recall level, or at a higher level (application, analysis, synthesis, or evaluation).
6. Produce a content/process grid (see below) to provide a visual plan for the test.
7. Determine which types of items are needed for each item on the pre/post test – for example, multiple choice, essay, computational problem, etc.
8. You may very well have to “adjust” the pre/post test and repeat several of the steps above.
9. Prepare the test and have someone “try it out” before you give it – remember, this results will be used to provide data for the grant evaluation.

Bloom's Taxonomy

Is the test well-written
Directions clear

Get their background & prereq
If they know it – base not part of pretest

use your
work group

CONTENT/PROCESS GRID

[illegible]