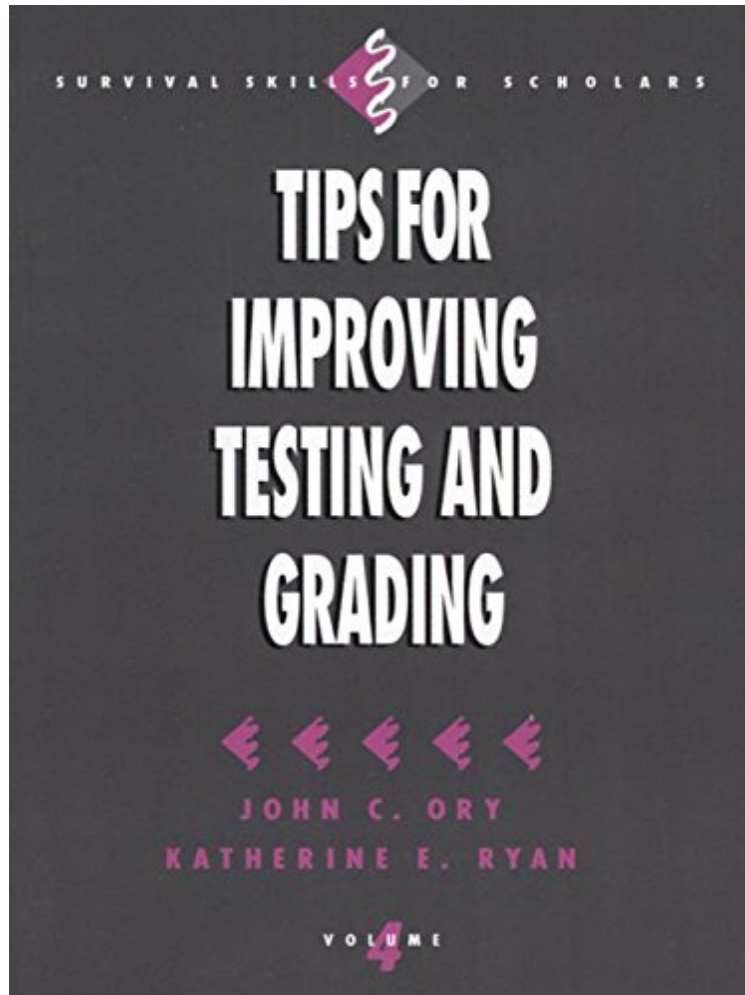


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## Tips for Improving Testing and Grading (Survival Skills for Scholars)

*John C. Ory, Katherine E. Ryan*  
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**John C. Ory, Katherine E. Ryan : Tips for Improving Testing and Grading (Survival Skills for Scholars)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Tips for Improving Testing and Grading (Survival Skills for Scholars):

5 of 5 people found the following review helpful. A short, practical guide to constructing fair tests. By 70550.2254@compuserve.com When I told the saleswoman at the Teachers College Bookstore what I was looking for - a practical guide to constructing multiple choice tests - she said something to the effect of "Practical? You won't find anything like that here." But then she dug around in a corner and came up with one copy of this 100-page paperback. This book read so easily, and addressed the key issues so directly, that I finished it off on two subway rides and immediately implemented the recommendations on my company's multiple-choice tests that accompany self-study guides. Subjects include "clueing" - smart test-takers who answer questions by eliminating wrong answers - and the

differences between absolute and normative tests. I'm not a professional educator. If I were, I would probably find more faults with this book. But it served my purpose very well. Multiple choice tests may have problems, but unfortunately, I have to use them, and so I need to know how to construct them. This book told me how, in a way that was painless or even fun. One criticism: I would like to have seen a discussion of how long a multiple choice test needs to be in order to be confident with a given level of certainty - say, 95% - that the correct answers are not due to chance alone. (If you want to answer this question, I recommend another inexpensive paperback - The Harper Collins Dictionary of Statistics - specifically the 3-page entry on the binomial distribution.)

Using detailed examples, checklists and exercises, the authors show how to develop, use and grade classroom examinations. They provide a thorough, step-by-step discussion of general testing and grading issues, including: deciding on the content of an exam; assessing difficulty levels; writing different kinds of test items; scoring different test items; evaluating different subject areas; helping students review for an exam; and developing grading methods and strategies.

About the Author Katherine Ryan (B.S., Psychology, M.Ed., Special Education, Ph.D., Educational Psychology, University of Illinois - Urbana) is Associate Professor of Educational Psychology in the College of Education at UIUC. Her areas of specialization include Educational Measurement, Program Evaluation, and Applied Statistics, and she is currently Head of Measurement and Evaluation in the College of Education. Her research interests include assessment validation issues, particularly the evaluation of validity evidence based on response processes and consequences of assessments. Other interests include differential item/test functioning, and issues in program evaluation theory and practice. She teaches Descriptive and Inferential Statistics, Classroom Assessment, Introduction to Measurement, Introduction to Program Evaluation Theory, and Introduction to Evaluation Methods. She has edited two volumes of *New Directions in Evaluation* for the American Evaluation Association (AEA), one on evaluation as a democratic process, and the other on teaching evaluation in higher education.