

Pre-Test/Post-Test Guidance and Procedure

The Pre/Post-test method is designed to measure students' growth in knowledge and/or skill over the course of a unit of study or grading period. The Pre/Post-test method can be helpful to teachers in determining growth toward achievement on specific standards or a blend of standards within a course. However, the method is challenging to implement. The following considerations must be addressed prior to approval of the use of the Pre/Post-test method.

PREREQUISITE KNOWLEDGE: The Pre/Post-test method is only appropriate when the teacher can reasonably anticipate that most students possess enough knowledge and skill to perform at an adequate level on the Pre-Test administration. The Pre/Post-test method is especially challenging to implement in subjects of which the students would not have a direct prerequisite course such as *World Languages, Chemistry, Biology, Physics, and World History*. If there is likelihood that most students will have difficulty completing the test, or have the ability to provide a measurable effort on a significant portion of the test, another method of student measure may be appropriate.

If, after the Pre-Test administration, a significant number of students fail perform at an extremely low level, the test may be rejected as part of the teacher evaluation.

FULL UNIT OF STUDY: The Pre/Post-test method must address, at minimum, a complete unit of study or a complete grading period.

RIGOR OF TEST QUESTIONS MUST BE BALANCED:

Below is adapted from Austin Independent School District REACH Initiative

The following definitions are used to determine the cognitive level of individual test items.

All questions and content should be aligned with grade level state or common core standards for the specific grade.

The assessment questions should extend and deepen student knowledge and measure what students truly need to know for the future.

Assessments must contain at least 25 multiple choice questions with at least four answer choices per question.

Multiple choice assessments should have 25% of their questions from level one, 50% from level two, and 25% from level three. Level four is generally only applicable to some performance assessments and open ended questions.

Level 1 – Basic Recall (25%)

Basic recall of information or facts, requires use of simple skills or abilities (e.g., recall, observe, define, describe, name, list, select, identify, label or recognize)

Level 2 – Application of Knowledge (50%)

Using information, organizing information, requiring two or more thought processes (e.g., comprehend, compare, summarize, explain, trace, interpret, or organize)

Level 3 – Analysis (25%)

Cognitive demands are more complex and abstract, requires breaking a situation or problem into components or parts, strategic thinking, planning, using evidence (e.g., generalize, synthesize, predict, solve, draw a conclusion, analyze, judge, justify, evaluate, or assess)

Level 4 – Thinking Beyond

Requires creating something new or devising a new approach based on applying or evaluating information, (e.g., performance assessments, open ended questions, argue, or debate)

The questions used on the pre and post assessments should not be provided to students on any other assignment or assessment.