**Guidelines for Test Evaluation**

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| ***General Information*** |
| Name: Authors:Target Ages:Scores: | Publication date:Focus area(s):Type of Administration: |
| ***Type and Purpose*** |
| *Type*: Note if a survey or diagnostic test and list subtest areas.*Purpose:* What purposes are stated by the author(s)? |
| ***Validity*** |
| *Content-related, criterion-related, and construct-related evidence of validity:*Definition of domain assessed; Are items representative of defined domain?; concurrent and/or predictive evidence; evidence of support for testable hypotheses derived from defined domain. |
| ***Reliability*** |
| *Measurement:* Are reliability coefficients, test-retest, and alternate-form data acceptable for intended use?*Standard error of measurement:* Is the SEM acceptable?*Other factors:* Sufficient numbers of items to test-specific components, to determine a year’s growth, etc.? |
| ***Norms and Scores*** |
| *Norming:* Consider whether the norms and norming procedures are acceptable and the norming sample comparable to your students.*Scores:* Note the types of scores generated and interpretations provided. |
| ***Special Considerations*** |
| *Test Fairness:* Consider both content and use in terms of examinee’s background.*Provisions for students with special problems:* Consider administration flexibility, content, and interpretation (e.g., provision for out-of-level testing). |
| ***General Evaluation***  |
| *Special features/problems of this test:* Consider length, novel formats, etc.*Appropriateness for purposes and students:* Consider ease of administration, time to score and interpret, difficulty, etc.*What do others say about this test?* If possible, consult specialized colleagues, written reviews, websites, etc. |
| ***Recommendations*** |
| *Would you use this test?**For what? With whom?**What cautions should be exercised?* |
| ***Reflection*** |
| *What did you learn as a result of conducting this test evaluation?**What insights do you have about selecting, administering, interpreting, and implementing tests and test results?**How can you use this information in your classroom and in your role a reading specialist?**What are your enduring questions and concerns?* |

Adapted from: Lipson, M.Y., & Wixson, K.K. (2013). *Assessment of reading and writing difficulties: An interactive approach (5th ed.).* New York: Pearson.